REPORT RESUMES

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REPORT ON EUROPEAN PRIMARY EDUCATION.
BY- RODRIGUEZ, EDYTHE
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AN EXTENSIVE FIELD TRIP MADE IN 1963 PROVIDED THE MATERIAL FOR AN ACCOUNT OF EDUCATION FROM KINDERGARTEN THROUGH THE ELEMENTARY GRADES IN FRANCE, SWITZERLAND, NORWAY, SPAIN, ITALY, DENMARK, SWEDEN, GERMANY, SCOTLAND, AND ENGLAND. MAJOR FEATURES, INCLUDING HISTORICAL BACKGROUND, OBJECTIVES, ADMINISTRATIVE PROCEDURES, CURRICULA, SCHOOL SCHEDULES, LENGTH OF COMPULSORY EDUCATION, TEACHING METHODS, AND TEACHER TRAINING, ARE GIVEN. A NUMBER OF INNOVATIVE MODEL SCHOOLS AND TEACHER TRAINING CENTERS ARE DESCRIBED, INCLUDING LA MAISON DES PETITS (GENEVA), THE OPEN AIR GIACOMO LEOPARDI SCHOOL (ROME), THE MONTESSORI METHOD CASA DEI BAMBINI (ROME), THE INTERNATIONAL PESTALOZZI CHILDREN'S VILLAGE (SUSSEX, ENGLAND), AND THE FROEBEL EDUCATIONAL INSTITUTE (ROEHAMPTON, ENGLAND). PROVISIONS FOR THE TEACHING OF READING, WRITING, LANGUAGE, AND MATHEMATICS ARE DETAILED, AND SPECIAL PROGRAMS OF RELIGIOUS EDUCATION AND INSTRUCTIONAL TELEVISION ARE OUTLINED. DISTINCTIVE ASPECTS INCLUDE EDUCATING THE CHILD FOR THE REALIZATION OF HIS HIGHEST POTENTIAL WITHIN THE ACCEPTED VALUE SYSTEM OF THE LARGER SOCIETY, A CENTRALIZED EDUCATIONAL SYSTEM UNDER THE DIRECTION OF THE NATIONAL GOVERNMENT'S EDUCATIONAL LEADERS, A HIGHLY TRAINED AND CULTURALLY SOPHISTICATED TEACHING STAFF, EXPERIMENTAL APPROACHES BOTH IN THE ELEMENTARY SCHOOLS AND IN THE TEACHER TRAINING INSTITUTIONS, AND A COMPARATIVELY HIGH DEGREE OF COOPERATION BETWEEN SCHOOL AND FAMILY IN THE TOTAL PROCESS OF SOCIALIZATION. (JK)

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REPORT ON EUROPEAN PRIMARY EDUCATION

By

Dr. Edythe Rodriguez
Associate Professor of Education
California State College at Los Angeles

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Dr. Rodriguez received her B. A. in 1931, University of Minnesota; M.A., 1946, Ed.D., 1949, University of California at Los Angeles. She has been a member of the faculty at Cal State L.A., since 1952.

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INTRODUCTION I

In undertaking my voyage in Europe, I proposed to make a general study of the teaching of children in the primary schools (here kindergarten-primary grades of public schools) in the principal centers of teaching.* Since the proposed title for my course at California State College at Los Angeles is THE THEORY AND PRACE OF TEACHING, I was interested in studying the problems of pedagogy in the normal schools of Europe at their original source. I, also, hoped to make a brief examination of the organization and the work of the children of the public primary schools in Europe.

This report will certainly be brief. It would have been more detailed, much more rich with facts, impressions and observations concerning the great number of elementary schools and pedagogical institutions in the many countries of Europe; but, unhappily, all my notes relative to these institutions and schools have disappeared mysteriously on the ninth of March, 1964, and that happened right here in our college! The fact is known to Dr. Sando, Dean of the Division of Education, and to the College Police. I could bemoan this fact at length but I refuse to do it. I content myself with saying that it does not honor our college. I have been very discouraged for a time even to the point of renouncing to rewrite this work, but my courage returns to me and I think it is my duty to reconstruct the report from memory.

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*To this end, I have visited Geneva, Zurich, Lausanne, and Bern in Switzerland, Madrid, Barcelona, and Bilbao in Spain, Pisa, Florence, Naples, Brindisi and Rome in Italy, Clermont-Ferrand, Bordeaux, Marseill, Nice, Cannes, and Paris in France, Bonn, Cologne, Hanover and Hamburg in Germany, Copenhagen, Frederickshaven, Ribe, Arhaus and Benstrup in Denmark, Stockholm and Goteburg in Sweden, Oslo in Norway, London, Stratford on Avon, Oldham, Oxford, Southhampton, Battle, and Harrow in England, Edinburgh, Loch Lomond, and Glasgow in Scotland, Rotterdam, Amsterdam, The Hague, and Delft in Holland, The Netherlands, Patras, Delphi, Vravrona, and Athens in Greece, Jerusalem and Tel Aviv in Israel.

INTRODUCTION 2

I have thirty-three years of teaching experience. In all these years, I have been sufficiently free in the choice of my method of teaching. In general, the administration of our public primary schools has (practically until the present) allowed the liberty of initiative in the choice of method by our teachers. So for many years I have taught my college students to make tape recordings with different sorts of synoptic illustrations and I think with good results since many of them are successful teachers. I know all the other methods practiced at our college and I have tried many of them myself. But after much researching and experimenting on my own initiative, I have arrived at this point of having my own method. In Europe many teachers are less free in the use of initiative and the administration of the public primary schools is more centralized and even extends its control to the method of teaching.

For more facility, I have divided my report by countries which I visited. As the first country that I have visited was France, I begin with her.

FRANCE

In France, the programs of teaching in the public primary elementary schools which are in practice today are based on the laws, decrees and ordinances of the last two decades of the past century. These decrees are modified, completed and perfected successively by a series of other legislations and circulars and an infinite number of instructions. Some important instructions have been given after the first World War, in 1923, I think, and periodic instructions have been given nearly each year after that. Thus the instructions are the product of long years of experience and constitute today a veritable treasure of pedagogy for the public schools and for the body of teachers in France but also for the parents of the children because they give to the parents a complete idea of the teaching and education of their children and the parents can usefully follow all the activity of the school and the fruits of these activities. The time schedule, admission requirements, curriculum, general principles, methods and instructions for each grade level and academic area of the compulsory, free, primary elementary school are clearly and concisely printed in the "Programmes et instructions commentés - Enseignement elementaire (1er degré)" by M. Lebettre and L. Vernay. M. Lebettre is Director of Elementary Teaching and the complementary stages, which are the recently added two years of observation classes, and L. Vernay is Inspector of Primary Teaching. I observed that it is very evident in all of France, rural and urban, that the Programmes are meticulously followed in classroom practice by both the home and the school. It is one of the most profound centralizing and unifying elements of the education system and thus of the culture. In France virtually everyone understands what is being done in their schools.

Administratively, the Primary Elementary schools in France are well organized and very efficient. Of the numerous schools I have visited I wish to mention here only two special examples of their educational proficiency, University City Observation School and L'Ecole Normale at Le Bourget. At the University City observation school, which is a Primary Elementary school in Paris, the directress worked without an assistant. She directed the whole school personally even that she conducted me to two different primary classrooms where I observed two science classes, "Lecons de choses", where the subject matter differed but the two teachers used methods which were nearly identical. After our conversation I understood that this was the result of collaboration between the directress and the two teachers in order to have the demonstrations which would be most rich and rewarding for their American friend.

However, in another school in Paris, L'Ecole Normale at Le Bourget, the administration cooperated in a different manner. The directress worked with an assistant and a conference was necessary during which the directresses of La

Maternelle, L'Ecole Primaire, and L'Ecole Normale participated in order to schedule my observations. I was conducted to several different Maternelle and Primary classrooms where I observed that the children continued their work without interruption under the guidance of associate teachers from École Normale. I was very impressed with the orderliness and organization of the class work...superb art work in varied media. In two classes the aspirants were reading stories to which the children listened with intense interest.

In France the atmosphere of the Primary elementary school develops curiosity in the children. I have observed that the children of the schools that I have visited show, apart from the reading and writing of the language of the country, many interests for different other activities; as, painting, modeling, drawing, singing, dancing and dramatics, skiing, swimming, manual arts, etc. etc. The modern methods used by the French teachers to so inspire the children caused me to attend a special exhibit of educational materials held in the library for teachers at the Reception Center of the Ministry of Education. Two of the most interesting things to mention here were the marvelous kiln for ceramics which could be wheeled from one class to another and which worked as efficiently as an electric kitchen oven and the International Textbook Library, which was a collection of free text books sent by publishers from all over the world to Paris and shelved by a special librarian.

I have visited many Primary Elementary schools in France by the recommendation of the Minister of Public Education. The department of Primary Elementary Education where I have visited four times for long conferences with the director has been extremely amiable, given information, and arranged appointments at schools, libraries, school exhibits and book shops. In that department they have greatly aided me to study in a profound manner the Primary Elementary education in France.

In Clermont-Ferrand I was much impressed by the beautiful University which is well attended by American students. All the students and officials of the University who I interviewed spoke perfect literary French. I found it absolutely necessary to speak French because the officials could not understand English.

In Bordeaux and at Marseille I found officials enjoyed conversing with me in both French and English. I was particularly impressed with their compassion for me in the use of my crutches which I still retained because it had been scarcely a month since the cast was put on my right leg in London two days after my arrival from the States. They insisted that I remain on the ground floor and they brought me all the folders, brochures and pamphlets which were necessary to our discussion. They even brought special nourishment, I was much impressed with the beauty and courtesy of France and the French language.

At Le Muy on the Riviera I interviewed students of the Primary Elementary schools by special arrangements of the school officials of that city. They were doing an "apprentissage" at a Pensione where we rested for several days. Again I enjoyed the courtesy and friendliness of the people but I must admit it was difficult to converse because they spoke a dialect. But at nearby Nice they conversed in literary French and I heard scarcely a trace of the so-called southern dialect of France.

During my conversations with the French educators, I have expressed to them my reflections on the hours of the public primary elementary schools, i.e.; first, the total number of the hours of the disciplines taught at the school in each of the four classes is thirty each week which is many more than here in California; second, around thirteen of the thirty hours are consecrated to the teaching of the French language. The following is the weekly time schedule for the Primary Elementary school in France:

Discipline	Cours Preparatoire	Cours elementaire	Cours moyen et superieur
Morale	1¼ h	1 h	1 h
Ecriture	2½ h	1 h	0 h
Lecture	10 h		
Langue Francaise	2½ h	10½h	9 h
Histoire et geographie		1 h	1½h
Calcul	3½ h	3½h	5 h
Exercices d'observation		1 h	1½h
Dessin ou travail manuel	1½ h	1 h	1 h
Chant	1¼ h	1 h	1 h
Devoirs		5 h	5 h
Activites dirigees(1)	2¼ h		
Plein air et P.E.(2)	2½ h	2½h	2½h
Recreations	2½ h	2½h	2½h
Total	30 h	30 h	30 h

My French colleagues have given me the following explanation: Before the war having the greater part of our scholars engaging themselves in a profession at the age of fourteen years, the task of primary education was primarily to give them the desire and to put them in measure to instruct themselves academically during their life. Today the majority of our pupils continue their education up to age sixteen and beyond.

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It is significant that the classical teaching of the French language has remained stable during all the years of tumult in the world. The French people love their language and their literature. It is felt by them that they have not only a beautiful language and a beautiful literature but a strong unifying force in their language and literature.

In France the aim is to have at the same time an education for every man which is both academic and utilitarian, realistic and idealistic. The French educators told me that it is practical to give certain "indispensable notions" to all the children during the compulsary general education period. It would be like a "dressage" (domestication) to give a child only that which he could use in his daily work and no parent in France would want that for his child. They want the children developed to the optimum for the family life, for citizenship and for the life vocation. They know as we do that certain children will adapt to a scholarly life easily with adequate guidance by home and school collaboration. But, all children need to learn to speak, listen, read and write the French language very fluently and to "calcul" with great efficiency if they are to meet the demands of modern life in their roles of parent, citizen and worker. I agreed with their fundamental aim perfectly and I told them that they are fortunate from the point of view of initial education to have one beautiful language and literature which is both maternal and national.

The "apprentissage" of the reading is particularly interesting in France for several reasons. They have some principles for reading instruction which are uniquely French and since I found those principles so widely and successfully practiced in France it is interesting to write a little concerning them. They have an "age of reading" (6 years) which must not slip by without the apprenticeship of reading taking place. Two other foremost principles are the speed of reading and speaking the French language during instruction and the rule that oral reading proceeds simultaneously with the "aprentissage" of writing. Actually writing is considered as a function of reading in France because it demands precise observation, healthy posture and good attention span or concentration. Along with certain ancient principles which have been adapted by the French for the basis of generations of instruction, the uniquely French principles for reading instruction succeed remarkably well in practice. With speed of reading and speaking, they have ample time for repetition of fundamentals of their language in the apprentissage of reading and writing to teach for mastery and retention by over-learning at their early "age of reading".

The actual method of teaching which is used during the "apprentissage" of reading and writing is simple, direct and definite as it follows three ancient principles of observation of things, analysis of ideas and practice of ideals in a uniquely French fashion as I have written above. The children learn to write each word that they learn to read even during the same class period. The day is divided systematically into periods of instruction and each period is divided into a variety of exercises or learning activities which have little recreation periods interspersed to further relieve the monotony of the school day for the child.

On the first day of each child's "apprentissage" he learns to write his name in both cursive and manuscript which follows the French principle that ~~t~~he learn~~s~~ to observe the precise formation of letters by writing and printing them. Then he has the individual experience of having his own "visiting" (calling) card with his name printed on it and he has the group experience of seeing and comparing his card with those of all the other children of the class. He learns analysis of ideas from this comparison, as well as observation of things, because he finds individual letter cards which he may tear out in perforated strips from the back of his first text and he forms and reforms his name and compares it with another name (mama) which the teacher selects from the first page of the text.

The writing in his copy book is the final exercise which fixes in his mind the formation and name of each letter. He traces and writes in both cursive and manuscript with ink from the very beginning of the apprentissage because the

French have the theory of educational psychology that learning progresses most efficiently when first impressions are accurate and when there is as close association between different learnings as possible. It is in keeping with this learning theory to have initial writing experiences with the same instrument which the child must use to write letters, sign checks and other documents later in life. By this system he does not acquire the wrong kinaesthetic training as he would if gripping a heavy crayon or carelessly manipulating a slate pencil say the French educators. Also, he correlates all the different representations for each letter--the capital, the cursive and the manuscript during the initial stage when the impression is fresh and very exciting to him at the tender age of six years. To continue with the method of the complete "apprentissage", it is necessary to follow the construction or synthesis of words from letters with a lesson which introduces the first phrase reading and writing. In general, the phrase of "Mama and John" (substitute name of any child) is a good one for an initial phrase because of its associations for the child. He easily learns to analyze this new and larger idea and he repeats the procedures used when he learned to read and write his name, i.e., he tears out words and letters from his text, he synthesizes words and then the phrase, he copies in cursive and in manuscript and he reads the phrase orally. The French educators asked me many times

"How can the child understand what is read if the pronounciation is inaccurate?" With them "elocution et and redaction" are two sides of the same problem, but, that will be explained in greater detail a little later in this report. Continuing the general method of the apprentissage the teacher guides the child through similar practices to those described for the first phrase for around four succeeding lessons, taking a new phrase each day which has some familiar word or sound links with the past experience. The French teachers know well the powers of apperception and repetition with success. Soon the child has a firm reading vocabulary for his foundation in the "apprentissage" because he has acquired this vocabulary by self-activity and he has a workable method for mastery of the whole process of reading and writing after just four or five days. The French believe as I said in progressing at a very rapid rate in teaching reading with writing. The final stages of the process concern the reading of the "morceaux choisis". These are the special little literary selections comprising the best of the French cultural heritage selected for the "elocution et ~~and~~ redaction" and by which the child develops a value system for himself--his love of parents, of country, of nature and animals and even his love of books. Some activities in addition to the method of the first four or five lessons are introduced for the mastery of these passages from time to time. For example, the child learns to synthesize a word for the completion of a title under a picture in his first text or he draws or cuts out a picture to match a word but, an omission is excusable here because throughout this report these little exercises which are practically classics for the French educators, are identified in the reporting of observations in the compulsory primary schools of the different countries. It is important to explain at this point, however, that the child learns to express all his impressions by means of the experiences in "elocution ~~and~~ et redaction". The process is called an apprenticeship, the French educators told me, because it is so active. Each child gives orally his own impression of the elocution readings and then he gradually learns to write a redaction of his impressions by having a list of key words placed on the chalk board by his teacher. He learns to write from memory, first a word; a phrase, a sentence and, finally, it is possible for him to write the whole redaction which is his complete impression of his elocution passage. Thus he learns to write exactly as he learns to read--going from the whole to its parts and back to the whole redaction and elocution. The child, also, recites little poems which are appropriate in notion and in difficulty for him and he gives little talks about the walks, field trips and other experiences he has.

The ancient methods and the new methods of teaching are coordinated in the teaching of grammar and orthography in France. From the beginning of instruction the children copy words from their reading which do not write as pronounced and devote special time to practicing these words just as our children practice their spelling words which are most difficult to master. Orthography, in France, consists of learning such rules for writing as we teach in spelling--silent e, doubling consonants, suffixes, prefixes, etc. It must be mastered by age thirteen for average children and if it is not, it has not been taught methodically at the opportune time. Dictations are used for the teaching. These dictations for control of orthography must be uniquely for it--there are other dictations for testing and for practicing redaction, grammar, vocabulary, etc.

By the system of "Elocution and Redaction" even the child whose later vocation is scholarly finds all that he needs in his activities at school, say the French, because imaginati~~o~~ve curiosity and the intellect are developed. In concluding this account of the apprenticeship, it is very significant that in France they keep permanently on deposit a notebook for each child's writing at the school. By this notebook they are able to follow the child's total development in each subject and at each level. It functions in a similar manner to our cumulative records ~~o~~in preserving the continuity of the child's total elevation.

The French educators as, in general, in certain milieu of the European educators, think that we Americans have the tendency to substitute the school for the home. According to their idea this is very difficult, if not impossible. They think that we can never create at the school the family ambiance and all the conditions necessary for the emotional life of the child. I think they are right.

As I have learned in France and also in Geneva, Switzerland, the public Primary Elementary schools are closed one day each week outside of Sunday (Wednesday or Thursday) for the parents to give familial and religious education to their children as they wish outside the edifice of the school. The French have learned that people of many religions may not become dogmatic about religion while attending the same school. However, the idea is prevalent that a person "bien eleve" is of great value to society. They think a general moral education is better--i.e., an inspiration by the teacher for each child to follow the highest ideals of his family and of his personal religion...to form a cult of the good, the true, and the beautiful. The love and affection of the educators cannot replace either the love and affection of parents, brothers, sisters, relatives or of God. So the essential role of the schoolmaster of the elementary school is still, more than in the past, to establish the solid, durable basis of the scholarly education. French educators say, "We obtain this result by the reinforcement of the teaching of the French language and mathematics and we do it entirely at school because we find that six hours a day is enough study for the children and, furthermore, the exercises done at home accomplish little real education."

But, the French educators think that the ambiance of the family must be free of the elements which contribute to the deformation of character which provides problems of conduct and lack of friendship for the children. Even more than this, the family must represent a milieu which contributes to the consolidation of that which the school gives the child. This collaboration between the family and the school is not only by the permanent contact of the school with the parents of each child but, also, by regular conferences of the parents of all the children of a group with their educators of the school as that collaboration which exists, more or less well organized, in Switzerland, in Denmark and in Germany.

The contingent of teachers for Primary Elementary teaching in France is formed in many ways. Many more teachers are needed in France now that the majority of young people attend school to sixteen years and beyond. Consequently, the "Higher Certificate of Proficiency" was introduced by a decree during the last decade for the recruiting of primary elementary teachers. This certificate is obtained by a short course of preparation at elementary and secondary schools and by examination. There are two parts to this examination and those who pass the first part can sit for the second part a year later. There are two sessions each year. The first part takes the form of a professional examination destined to test the candidate's aptitude for teaching and the second part consists of written and oral examinations comparable to those of the baccalaureate.

The baccalaureate prerequisite to University education is at the completion of Secondary education--four years of Primary Elementary plus eight years of Secondary school. However, general short-term education which is provided by the above decree which introduces "the higher Certificate of Proficiency" includes: (1) an observation stage of two years following an elementary stage which lasts five years (prolongation of the possibility of guidance and reorientation) and (2) three years of study leading to a certificate of general education which is admitted as a proficiency certificate. (It takes the place of the certificate of Primary study.) Actually the French teachers of the Primary Elementary school are very well prepared for their task, especially for teaching their mother tongue, and they generally take great pride in their work as teachers. The dignity of the teaching profession in France is enhanced by the wisdom of organization and teaching during the Primary years at school. The interest of France, also, (as in other countries of Europe) for the system of the United States of America is the tendency to reform their systems and approach more or less the system of the United States. The conception of an additional year of pedagogical education planned for elementary teachers in France falls in this category, I believe, as well as the extension of compulsory education to sixteen years of age. At

Le Bourget, L'Ecole Normale, I examined the plans for this additional year of pedagogy and discussed the proposed courses with a member of the committee selected by the Minister of Education to develop and perfect the new program. They await the good results of this reform because among the meritorious educators of France there is the opinion that the French teachers must have a still higher qualification.

In France, television is considered as an excellent means for teaching. They use it largely in in-service education for teachers and the administration appreciates television very much for the beginning teachers. In the course of a television study made during the past decade, three main criteria were developed for educational television: (1) Programs must supplement actual teaching; (2) The material studied must be transposed visually; (3) Programs must be educational demonstrations helping the training of young teachers who are inexperienced or isolated. There is close collaboration between the professors of secondary education who arrange the television programmes and the teachers of public school who make use of them. The Primary Elementary children, themselves, have many opportunities to take part in the puppet shows and other dramatizations and elocution on programs for educational television. It is a great educational experience for the child to take part in a dramatization of the great myths and epics and it is a very memorable experience for the boys and girls to see their age-mates so honored on television.

In resume, I believe that the most important things in the system of primary elementary education in France are the "Programmes ~~and~~ et instructions commentés" which are published and edited periodically in a respectable volume by the Ministry of Education. This book is, as I have said, a veritable treasure of pedagogy. It is a marvelous guide for the teacher (especially beginners) to whom it gives, not only the scholarly program and the explanations and the instructions concerning it, but, also, some very precious advice which facilitates the work of the teacher enormously. It is at the same time a complete book of information on the activity of the school for the society and the parents. The parent can always be current with the processes of teaching in the schools. It is, also, a factor of unification of elementary teaching in all of France.

The teachers and method of teaching in the elementary schools of France are very remarkable because the principles of education are modern and classic at the same time. I have just presented briefly as much as I have been able to observe during my many visits in different schools and as much as I have studied in the "Programmes ~~and~~ et Instructions". It is based on the modern science of pedagogy taking into account some psychological laws of learning, the social milieu and the views for the future. The educators with whom I have spoken on this subject have assured me that they obtain optimum results and I am persuaded to believe them.

SWITZERLAND

Switzerland has been considered in Europe as the classic country of elementary education and it still has that distinction at present. The actual schools in Switzerland are demonstration institutions for Europe. Since 1938, when the Federal Council assured a harmonious and natural growth of national institutions, schools have been developed (by the citizens' committees) which still show the imprint of the words of Jean Jacques Rousseau in the seventeen hundreds and of Johann Henrich Pestalozzi late in the seventeen hundreds and early in the eighteen hundreds. There is very little control of the schools by the Federal Government because Switzerland is a democratic confederation of twenty-five cantons belonging at the same time to the German, French and Italian cultural and linguistic regions of western Europe. The common purpose transcends all differences in Switzerland and the dignity and freedom of man is held in great reverence.

The Federal Constitution prescribes freedom of religion, compulsory education and free schools. In addition, certain programs, periods of study and regulations concerning the Federal Maturity Certificate are laid down by the Federal Government. One director of a teacher-training institution told me that about half of the teachers in Zurich now hold the Maturity Certificate. The Cantonal authorities make all other decisions concerning the public schools and set fundamental standards for private schools as well. The local authorities of each Canton (a department of education with a director) collaborate with the Citizens' committees which are made up of laymen for the most part. Very few teachers participate in the committee work. A citizen usually takes responsibility on a committee for a type of school which he attended in his youth and which he understands for that reason. The role of this committee is very important. There is a very useful permanent contact between these local authorities (the committee of the parents) and the administration of the schools.

Compulsory education by Federal direction lasts 7, 8 or 9 years in Switzerland and Elementary education usually extends from Age 6 to 12, a six-year period with from 26-44 weeks annually according to geographical conditions. The Alpine regions have the shortest school year. Again, the term "free" school according to the Federal control in Switzerland means much more than it does here. Many social services are provided by the schools in addition to books and materials for the children - there are doctors, dentists, psychologists, speech therapists, camps, tours, meals, clothing, hobbies, convalescent homes, childrens' homes, libraries, etc. Furthermore, the freedom of religion specified in the Federal constitution of Switzerland means more than simply creating obligatory lay schools or that the religious teaching must be excluded as it is here. People of different denominations are accepted and attend the public schools but they get their religious instruction separately. Usually the clergymen of the nearest churches or chapels come to the class rooms at a designated period of the daily program for the instruction by the officially recognized churches, and one day each week, besides Sunday, school is dismissed for familial and religious education outside of school. Even the religious communities which are not officially recognized, are tolerated because the constitution says that members of a religious community not official recognized, shall be left free and undisturbed in fulfilling their religious duties. For example, the Jewish people are not obliged to do exercises or go to school on Saturdays. (The schools are closed Thursday and Sunday instead of Saturday and Sunday as they are here.) Finally, the results of the Federal authority exercised by means of giving examinations for the Federal Maturity Certificates are far reaching and really influence the grouping and the curriculum of even the elementary schools as we shall see in the following:

Grouping of the children in the elementary schools of Switzerland is, in general, chronological and co-educational. However, there is much controversial discussion over the question of separation of the children during these early elementary years for later special groupings according to ability. This separation is absolutely essential, say certain Swiss educators, to give the brighter children the same special attention that we give in our "special aid" or "further" classes for the slow pupils. Whatever the outcome of this controversy over grouping in the future Swiss schools, it is a fact that the requirements of the Federal Maturity Examination are so rigorous - including three languages and advanced mathematics etc. - that whoever is capable of meeting these requirements will be in a special group working very industriously with deep concentration by the very nature of the task. I believe the Swiss have faced the reality that only a limited number of students are capable or interested in as much intellectual accomplishment as the Federal Maturity Certificate requires.

Diversified schools are very characteristic of Switzerland, due in part to the linguistic, religious and cultural variety of the people and the respect for the individual. Thus, there are about four hundred private boarding schools which must compete economically but are not allowed lower academic standards than the public schools. Perhaps the plurality of schools brings about the uniformly good results from Swiss education which is corroborated in life by the men and women who prove their abilities no matter which canton gave them their education. In addition, the Swiss believe the success of their schools is largely due to the development of persistence, endurance and will power at school while training the intellect so rigorously. Nevertheless, they admit that the school cannot work wonders without the good influence of the family on the young individual during his or her development. This belief accounts for the fact that there are many of the best domestic science schools in the world in the relatively small area of Switzerland.

In the public elementary schools in Switzerland personal experimentation with psycho-pedagogical theories is omitted. For this end, they have some special schools which we would call laboratory schools. With all their liberal ideas the Swiss are prudent and conservative in planning their schools . . . more so than the evidence shows us to be in certain of our schools. That is why they have Departments of Education which stand in lieu of the Ministry of Education found in other European countries. The general aim of education in the Swiss public elementary schools is as follows: The public school in contact with the organization of the parents envisions the formation of strong, vital and integrated personalities with spiritual and physical aspects harmoniously balanced. Another way of stating this aim in Switzerland is "the schools arm their children with knowledge and character for the battles of life."

Since compulsory attendance is from 6 - 12 in Switzerland, the children begin primary elementary school at Age 6 by coming to school either from 9 - 11 in the a.m. or from 2 - 4 in the afternoon.

Most schools have double sessions in the earliest grades of the elementary school in Switzerland because of a shortage of classrooms the educators said. The classic system of primary - elementary education which is followed to some degree throughout western Europe is employed conscientiously and with excellent results in Switzerland. I choose to review the elements of their system a little more precisely than for most other countries so that my reader may see exactly how the classic educational principles of observation of things, analysis of ideas and practice of principles are applied efficiently enough that 6 year old children learn to read, write, calculate, sing, dance, paint, construct, draw, dramatize, etc., by only attending school ten hours a week.

First of all, however, I must point out that the multiple languages of French, German and Italian used in Switzerland have a cultural effect and they are all more phonetic languages than English. Furthermore, I observed many primary classes at work in Switzerland, and I never saw more than twenty-five pupils in a class. In addition, the Swiss primary teachers have one more advantage . . . they have a classic system of education and an inexpensive text which contains all the material necessary for their rich, well-organized program of activities. Now that these three very fundamentally important and favorable conditions are understood, I proceed.

Some of my knowledge of the teaching in Swiss primary-elementary schools was derived by writing running accounts of direct observations in several primary - elementary classrooms. Other facts I obtained by conferring with teachers, administrators, college professors and citizens of Switzerland.

It is unnecessary to attempt to rewrite an abridged account of the whole process of learning in the primary -

elementary school from the first day of compulsory education to the formal stage where the child is required to study the different subjects for mastery of an academic curriculum. In writing about the methods of education used in French schools, I have given a general background also for presenting my observations in Switzerland and I do not wish to repeat it here. I refer to the classical principles of observation, analysis and practice of principles which were implemented so thoroughly in the description of the method for teaching the mother tongue in France. I wish to describe now another successful use of this very logical system of teaching which I observed at Geneva, Switzerland. Without the initial experience of analyzing and synthesizing words, syllables, phrases, sentences and paragraphs, six year olds would never be able to comprehend the simple lesson which I am going to expose in detail. The fact is they did master the lesson and with enjoyment. The theory among educators in Switzerland is that the minds of the children develop simultaneously with their ability to use language. Selections for the reading are chosen specifically to extend the vocabulary and create interest in reading. Also, the teacher speaks rapidly to hold the attention of her pupils and she purposely uses unfamiliar words to enhance their vocabularies. It is necessary to keep in mind the logical Swiss point of view that the children do not need the precise meaning of each word in a passage of reading in order to enjoy the reading or to read with expression. The precise meaning of words comes in the vocabulary study at a separate period, say the Swiss.

It is a lesson on vocabulary study which I have selected to protray as a specific example. The teacher, Camille Gremaud, has given me the following aims for it, typical of Swiss Primary Education. 1.It is necessary that vocabulary lessons accelerate the progress of usage and establish it; 2.It is by the study of all the words of the series that the meaning of each one of them is clarified and made precise; 3. The richness of the tongue comes not only from the great number of words, but from the diversity of meanings for each word.

I shall never forget the teaching of Mademoiselle Camille Gremaud at Ecole Primaire, Rue Hugo de Singer, Plain Palais, Geneva. It was on the afternoon of February 27, 1963, a Wednesday, which I visited her first grade class . . . the date, itself, was significant for me as an important anniversary. But, I recall that it had taken several appointments and telephone calls with M. Rouiller, the Director of Elementary Education at Geneva, in order to arrange the visit and I firmly believed that nothing must interfere with those arrangements. Thus, it was that I joined a class of around ten Social Welfare students from the Institute of Jean Jacques Rosseau who sat in a little alcove at the rear of the classroom of Mlle. Camille Gremaud during her demonstration lesson on "Vocabulary Development" for about 25 six-year-olds.

The most impressive thing about the lesson was Mlle. Gremaud, herself, because of her alert, confident and inspiring manner and because of her rich fluency with the French language.

However, as I was in the classroom five or ten minutes before either teacher or class arrived (this was an afternoon session from 2 - 4 p.m.), I made some interesting observations of the physical milieu while waiting expectantly.

The desks were of the individual, stationary type with tops that may be raised and lowered on hinges. On one wall were large neat paper pockets for each child's paper work (12" x 18" approximately) with his name beautifully lettered. On the rear wall were some very attractive Eskimo pictures which illustrated some of the daily life activities I was observing that winter on Lake Geneva since it was completely frozen over. The blackboard was mobile and could be raised and lowered with a slight pressure of the teacher's hand. The following exercise, which is typical practice of the classical principles, was written on the blackboard and is interesting to present here. The list of ten vocabulary words and matching completion sentences were temporarily covered over with a piece of blank paper. A sample of these words and sentences follows: 1. les chataigniers 2. une champignon 3. la montagne . . . 1. Une chanterelle est une type de _ _ _ _ _ _ _ _ _ _. 2. Les _ _ _ _ _ _ _ _ _ _ _ _ _ _ se baissaient jusqu'a terre. 3. Toute la _ _ _ _ _ _ _ _ _ lui fit fete.

There was on the other wall a chart (18" x 32") with models of the digits . . . only the 1 and 7 were different than our charts. The numeral 1 was represented by __ and seven had the following symbol in all the countries of Europe:____. There was a very large, long wooden trough of small colored, wooden cubes of unit type with lengths varying from one unit to nine units. The color white was for unit 1 and each type up to 9 had its special color. There was, also, a box of large colored wooden kindergarten beads with double strings.

The twenty-four boys and girls came into the room very quietly and orderly and took their places. The teacher spoke to them in very rapid French and told them to turn around to look at the row of visitors in the back of the room. The boys and girls turned and looked at us (the Social Welfare students and me) obediently and faced front. Then the class san an Eskimo song very musically with the teacher's voice as accompaniment. It was the Eskimo song from "Chante, mon petit!" by Germaine Duparc and more will appear a little later in this report concerning that excellent source for their series of natural and social science activities.

The next thing on the program for the day was the work assignment for the small group of eight children who sat in the back row. The teacher brought them each a work sheet and briefly told them to color the pictures and by reference to the number chart on the wall to write the correct digit for each picture: XXX XXX XXX 3 XX XX 2 etc. She reminded them to put their names on their papers and they began to work quietly as she returned to the front of the room to teach the other three rows of boys and girls. Miss Gremaud began by telling them a riddle about each of a series of pictures and as they volunteered and guessed the riddles correctly she turned the pictures around so the class might see that the guess was correct. (The pictures were about 9 x 12" and offered excellent material for natural science observations). Miss Gremaud, also, showed the children a card on which was printed gn and she told them that the names of all these animals and plants and places have gn in them . . . champignon, montagne, chataigniers, etc. The second step in her carefully prepared procedure was to unveil the blackboard and ask volunteers to go to the board and find the name to match each picture. Again she showed the card with gn on it and she called attention to the gn in each word on the board. (The children were completely successful and completely interested in the whole process.)

Following the study of words, the teacher called class attention to the sentences with blanks on the blackboard. Again volunteers told her which word was the correct one for her to write in the blank. Only one girl volunteer made a mistake . . .Miss Gremaud reacted with "Is that correct, class?" and they said, in chorus, "No!" So, the teacher chose another volunteer. Some volunteers were undoubtedly aided in their choice of words by the length of the blanks in the sentences. The number of letters for each word to fill the blanks was clearly indicated by the broken line of the blank in each completion sentence. The larger group of the class was then given arithmetic work sheets on which they were to draw clothes lines on which to pin creative addition and subtraction problems. They began to work efficiently and Miss Gremaud went to teach a lesson fundamental to vocabulary development for the eight children in the back row of the classroom. She collected the number work sheets and put them on her desk without correction or comment at this time. Then she gave each pupil an envelope of letter squares. These were emptied by the children immediately onto their slates. And the teacher proceeded by calling for certain consonants, which the children readily found and held up for the teacher to see. Miss Gremaud asked them to say the sound each time they found a consonant. Next, she asked them to place all the vowels, a, e, i, o, and u at the top of their slates. She waited patiently for each child to complete this operation accurately. Now the children were asked to form nonsense syllables and to say them as they were formed . . . sa, ma, va, etc. Each child must succeed with each task before she proceeded to the next syllable. Recess for this small group of children came at this point and the eight children went to play on the playground for ten minutes. Miss Gremaud taught an arithmetic class during this ten minutes with th remainder of her students grouped around the trough of colored cubes. The students reviewed the relation between number and color, first: white is the color of 1 etc. They built a series of steps X XX XXX XXXX with the unit cubes as they recited these colors and numerals. Then, Miss Gremaud had them place their hands behind their backs while standing around the trough and she walked around behind them to place a cube in each pair of hands. It was a type of game for each to tell by kinaesthetic and tactile sensations without the aid of color which cube he held . . . 1, 2, 3, 4, 5, etc.

Following this exercise the children reviewed the work on the different combinations related to the numeral 8. Miss Gremaud wrote 6 and 2 on the blackboard and the children found by placing these two cubes end to end along the side of the cube for 8, they could form another 8. It was a very interesting and rewarding ten minutes for the children and for the visitors who observed this efficient teaching.

After recess they sang several familiar songs and several interesting techniques were used by the teacher to develop the musical abilities of the class: 1. the teacher clapped out certain rhythms . . . example, "Twinkle, Twinkle Little Star" and a volunteer guessed the name of the tune which matched the rhythm; 2. the teacher hummed various intervals and volunteers guessed if her voice went up or down; 3. the teacher had the class hold a tone as long as possible and watch her hand movements to fade the tone out gradually.

The weekly-issue report cards were handed out to individuals next with the whole class in rapt attention. One child was smiled upon and received commendation of "Tres bien!" And another was frowned upon, mildly, and in the rapid French which followed I was able to make out "Faites attention!"

The day closed for the boys and girls with the teacher reading a little from a French edition of Pinochio and after reading she returned the book to the child who brought it to share with the rest of the class.

One of the most effective institutions teaching the science of education in Europe is the Institute of Jean Jacques Rousseau at Geneva. Near this Institute the eminent Swiss educator, Dr. Edouard Clapared founded a functional center of education in 1913 under the name of "La Maison des Petits". I have had the agreeable experience of spending many hours there, three days in succession, and of talking with the wise directress of the "Maison", Germaine Duparc, Dr. of Sciences, and I can say frankly that I am enchanted with the "Maison" and with its directress.

The "Maison" is like a pretty villa situated in the milieu of a magnificent landscape with doors and windows opening to the sunlight. It is an excellent laboratory school. It has about fifty pupils of three to nine years and about twenty associate teachers, who are preparing themselves for their future profession. La Maison des Petits pursues two objectives: 1. to research, experiment and put in evidence some psychological truths relative to child growth and development. 2. to orient a group of young associate teachers to the use of these psychological truths established by long, detailed experiments.

In this laboratory school the child is submitted to an intensive continuous observation to discover all the possibilities of growth in him. All of these observations are recorded from day to day in a book. The school possesses some archives of these daily running accounts which expose the research and the realizations of many long years. These archives represent a pedagogical treasure. It is these observations which impose rigorously the psychological laws to which the educators must conform. It is the results of these observations, of these experiments which dictate the conditions of the milieu in which the child must be placed.

The educators must create for the child a milieu in harmony with the laws of his growth. According to the educators of "La Maison des Petits" the child has within himself all the principles of growth. He's a born experimenter, constructor, producer. He is a naturally curious questioner. He wishes to see for himself, judge for himself, to have some personal experiences and some direct impressions. The educator must follow the evolution of the growth of the child to understand the successive periods of this evolution and to nourish each of these periods according to its needs. "La Maison" is divided into different sections for . . constructing, modeling, use of language and mathematics.

The associate teachers do a stage of one, two or sometimes three years, depending on the objectives that they pursue. Each one of the aspirants is charged with the observation of one or many children. At the end of the month they present an observation report of the difficulties they have encountered and of the problems that they have had resolved.

The aspirants charged with studying the different activities of the construction, modeling and math and language groupings collaborate in an interesting way so that the whole evolution of the activities of the children is studied comprehensively. The advanced students present individual independent studies periodically relative to their practice. They study the material employed with the children, the different methods of teaching, with their professors . . . Froebel, Montessori, Dewey, Decroly, etc., etc. The students who wish to practice one of these methods in order to learn it better can organize for this purpose a little grouping of children. "La Maison" puts at their disposal the complete material and a special room for experimentation.

The educator truly worthy of this name, the amiable Mlls. Duparc, told me, must be free from personal interests and preconceived ideas - she must have the curious mind, spirit of inquiry. She must love and respect the children. Without allowing herself to be dominated or enchained by a method, she must have the independent spirit and be guided by the psychological laws of the child. The laws of child psychology will dictate to her the laws of teaching.

A very creative method of teaching the arts and, through the arts, the elementary ideas for the basis of social and natural science teaching, has been developed during the daily activities and festivals at La Maison des Petits". Thus, it is possible for the primary-elementary public schools of Europe to follow this method to great advantage in teaching singing, dancing, dramatics and construction because these games, songs and creative rhythms have been published in a little book entitled "Chante, Mon Petit!" The games in this book are always loved by the children because they allow all to participate and each to have a privileged role at least for an instant. They are easier than the creative rhythms for the teacher because all the actions are directed by the verses which are sung while a teacher with the aid of a little song or tune must give the creative rhythms an atmosphere of a charming,delicate fantasy with a life and mystery all its own. Some examples are: "LE JEU DE PETITS CHINOISE", "LE JEU DE PETITS NEGRES", "LE JEU DE PETITS INDIANS", LE JEU DO PETITS ESKIMOS", J'AI PLANTE UN HARICOT," "POMME ROUGE DE L'AUTOMNE" "VIENS AVEC NOUS AU JARDIN JOLI", ETC. The rhythm and melody of each of these suggests directly the pantomine, tempo and mood for the dance. Only the children will be able to make this music come alive in the dance with its original freshness and happiness. To sight read these pieces vocally is too difficult a task for many a teacher even if he has studied instrumental music for a long period. It is interesting that children in Swiss and other European public elementary schools were singing these songs with beauty, ease, and happiness. They learned them by rote easily because they love them. They are childlike because they were created by children.

It was a real pleasure to observe the children of "Le Maison des Petits", their games, activities and manual work. A perfect discipline reigns there. We allow to our children "a wise liberty", Mlle. Duparc told me, (une sage liberte), "not a liberty which permits the child to do all he wishes, to satisfy all his caprices; no, but "une saine liberte" which frees, which liberates . . . This phrase gives me much for reflection, to understand the profound conception of a "sage et saine liberte",and very often I am asked or I ask myself while observing the children in our elementary schools "Is the liberty which we give our children 'sage and saine.' " There is much for reflection, there.

NORWAY

Norway is also in the category of the European countries which place much emphasis on the Primary school and general education. The Primary school is the basis of all higher education in Norway and the completion of it is compulsory for admission to all the different types of secondary schools. Attendance is generally obligatory for seven years of Primary school, ages 7-14, and there are acdually some obligatory 9-year schools. These nine-year comprehensive unit schools are divided into two parts. The first five or six years give the usual basic subjects including one foreign language to all pupils, while the last three years have streaming, division by ability and courses of different degree of difficulty in math and foreign languages. Thus in these nine-year schools the pupils find the possibility of choice according to capacity and interest. Sometimes it is necessary in the rural areas to combine several municipalities (local administrative directors of education with elected school boards) in order to make a number of pupils available for streaming at the upper age levels and there are continuation schools which are obligatory for some who have completed the 7-year obligatory school and which help to meet the needs of those who are passing in some subjects and failing in others. There is always planning in Norway to so divide the pupils into "lines" (grouped according to capacity for vocational and academic) that the academic line will not be over-loaded.

In the first six or seven years of primary school the subjects taught are Norwegian, math and arithmetic, history (with sociology) geography, natural science (includes health and hygiene), physical education (swimming, skiing and excursions) music, art, carpentry, sewing, house work, religion "local lore".

The general aim of education and training in Norway is to promote better human relations both at home and abroad. In this end there are both a psychologist and an almoner attached to each board of education. When I visited in Oslo, I observed the effects of this development as the aim of the school system. No children which I have observed were more gracious and amiable in the class room. No country has treated me with more understanding and genuine consideration.

Mr. Kay Piene, a noted mathematics professor of Oslo, welcomed me to Norway and arranged some appointments for me to have conferences with Norwegian teachers and to observe the actual teaching at both the teacher training level and at the child level.

In the course of our conversations, Mr. Piene has told me many of the practices and methods used in Norway to teach mathematics and arithmetic in the Primary school. He told me that they have adopted the principles of teaching from the classical system of Europe--observation of things, analysis of ideas, and practice of principles. Later, I observed that these principles actually were applied with good results in the Primary class rooms of Norway. They have specialized elective courses and in-service courses for teachers of the Primary schools in order that they may become specialists in Pedagogy as well as in Mathematics. They have special subject-teachers for Mathematics starting at the fourth or fifth year of the Primary school but even the teachers of the first years of Primary school need more Mathematics. He thinks that in ten years by having professional, pedagogical training which is obligatory in all countries, sufficient observation and student teaching for mathematics teachers with a program of apprenticeship type similar to that in Germany, broader and deeper general education for teachers, as well as a more thorough, comprehensive and imaginative training and education in mathematics, we will find our school system is able to meet the problems of the atomic age. I believe this conception is just and deserving to be adopted by all teacher training institutions.

Mr. Kay Piene has reported the above ideas at the International Congress of Mathematicians, Stockholm,1962, but I have had the very good fortune to have a long talk with him on the occasion of my visit to his office with a written introduction from the Royal Norwegian Consulate here in Los Angeles. Mr. Piene has also taught at the University of Chicago and he said very complimentary things about his visits throughout the United States as he arranged my appointments at the schools which I visited in Norway.

Mr. Arne Emil Aasland, Professor of Sagene Skole which I visited, has also given me important insights concerning the method of teaching used in the Norwegian elementary schools. He agrees whole-heartedly with Mr. Piene concerning the general principles followed in the teaching of the Primary school of Norway. But, he and I discussed more the potential of audio-visual aids used in Norway for the teaching of English. The primary teachers actually make every subject very clear and logical with visual aids. Their favorite picture book, "The Singing Town" by Thorbjrn Egner, is used throughout Europe for television programs at Christmas time. It is a book with social, musical, artistic and literary values of great need and inspiration to all the world. We were very much in agreement that efficient teaching of English is much advanced by the use of every opportunity to give multiple sensory impressions by utilization of the cinema and television in presenting an asthetic view of literature to the boys and girls. They think always of the health of the children in Norway. The Primary school is only in session in the morning, boys and girls are still educated separately in sparsely settled areas but at Sagene Skole they are mixed and there is optimum opportunity for conversation between pupils and among pupils and teachers. I enjoyed my conference with all of the Professors of the Sagen school simply because the conversation was so free and heart-warming--a number spoke to me in English.

During my visits at the Sagene Skole (teacher-training school and laboratory school combination). "Overlaerer," (Director) "Mr. Thorolf Wangerud, gave me such generous amounts of his time and patience in conferences and in conducting me about the two schools for observations that I could scarcely believe it when he invited us to his home for a Norwegian dinner. This visit was instructive, as well as pleasurable, because the very charming Mrs. Wangerud is a teacher of English in the Primary school of Oslo and her twelve-year old daughter is avid in her pursuit of conversation in English. I shall always remember how she donned her beautiful national costume which was all hand made with a wide beaded belt and played piano selections for us (the Wedding at Trollhagen et al) difficult classical.

Another thing which happened during my visit at Oslo which showed the Norwegian educators' great depth of international understanding was an invitation from the English professors to participate with them in teaching their English classes. It was a very memorable visit and I cannot thank Mr. Aasland and the other professors enough for the training I received.

In the education of the young girls it is remarkable how many elements are conserved from the preceding centuries. The mothers are proud to teach their daughters this magnificent embroiderie representing a variety of artistic subjects and sometimes identifying the costumes with the different period & locations in Norway. While observing these girls in their classes one senses this family education which is of great value. Also, I observed the National dances at the outdoor museum of Oslo, which is in a beginning stage that resembles certain sections of Skansen Museum at Stockholm. The outdoor theatre where we saw the lovely, artistically performed folk dances is a very useful addition to the idea of representing Norwegian culture and periods by bringing the primitive examples of architecture etc. to be conserved in a beautiful park. I was told by Mr. Wangerud that a community organization continually sponsors the museum and trains the children of both sexes from 5-8 years in their folk dances. Actually it was at the Sagene Skole that I learned of the folk dance book written by Klara Semb, who sponsored the organization for folk dancing in the community. It has pictures of the same children who danced before my eyes in their hand-embroidered costumes on that very memorable day at the outdoor museum. These findings made me very content with the school of Oslo because I saw how well the parents, social agencies and the school have coordinated their efforts for optimum conservation of culture as well as greatest benefits to social ends.

The pre-school, "Uncle Tom's Husst #1" was another example of the creative artistry of Norwegians. When I went to see the Homen Kolen, I saw along the way a little cabin on a grassy knoll. It was surrounded by happy boys and girls. The children attracted my attention first because they were riding on a large unique horse which was cleverly devised to actually become one by someone placing a saddle and bridle on a stump of a living tree. Also, some of them were planting and transplating flowers in a flower bed which was blooming profusely and others/were rolling each other down the side of the grassy knoll, etc. It was unusual to see more than twenty children playing so joyfully yet so far from any homes. I was miles out in the country from Oslo. It was all because of the efforts of one man that these children had a little kindergarten (private tuition) to which they commuted by train each day. There were two teachers within the cabin who explained the operations of the school to me. They said there were actually five of these schools around Oslo and that was why this school was #1.

The teachers stay at this school all day with this, group of children and commute with them by train from Oslo. One teacher spoke English very well and conducts the stories, songs and discussions with the aid of the other teacher, who speaks only Norwegian. The children pay a fee of about a dollar a day fro this remarkable opportunity and they bring their lunch for a picnic at noon. The teachers said that as the days grow colder and there is snow, the children go a few steps to the nearby ski lodge for their instruction in skiing. This seemed like such a perfect educational milieu for the young children that I almost forgot about the library problem. What is the age of reading? Is the school more of an intellectual or more of a social institution when it is at its best? These wonderful Norwegian teachers thought of everything. Each day they brought with them on the train from Oslo a suitcase carrying the children's favorite reading material. I wanted to stay right there and join in the fun of teaching this way. Not one child left his outdoor play to gape or question or stare while I discussed Uncle Tom's Husst #1 with the English-speaking teacher --- they were all too absolutely absorbed in their play.

It is difficult to stop writing about Norway. I ask myself why this is true and I must conclude that everything I observed was so deeply meaningful. I haven't even mentioned the valuable school excursions which are made to the Oslo City Hall to study its beautiful architecture, to the Vigeland Museum which is a representation of a whole life of magnificent work which inspires children, or to one of the historical treasures of Oslo in the form of a Maritime Museum. And all of these excursions to the Maritime Museum are so wisely conducted that it is possible for the small pupils to have encyclopedic information concerning the construction of ships through the centuries. I have written it before and it bears repeating that the primitive arts which are conserved along with the historical evidence of an industrious people are invaluable in the training and education of children.

SPAIN

The Primary education in Spain is actually organized after the law of 1945, completed by different decrees during the last two decades. The Spanish educators think that this law is a culminating triumph in the scholarly history of Spain. They think that one unequivocable sign of the cultural program of the regime of Franco is his new order or new outlook encompassing perfectly the system of the essential preoccupations that palpitate in the world of their day. They say that in all the countries of the world there is a movement toward the more efficient formation of the conscience of youth. President Roosevelt's declaration of the rights of childhood is considered in Spain like a "Charter" and the best examples of other countries have been profoundly studied and utilized for the formation of their system of Primary education in Spain. The activity of the actual regime in the domain of education is inspired by the traditionally Spanish pedagogical ideas and the thinking of the Catholic Church. Thus the Spanish Primary school is at the service of the religion, the country, the family and human love. The regime recognizes the right of the Church to create some private Primary schools and "Magisterios" (special teacher training schools) and to give the necessary diplomas, credentials and licenses specified by law. The regime also recognizes the right of the Church to inspect the Primary teaching of all public and private centers of learning.

Public Primary education is both gratuitous and compulsory in Spain for children from six to twelve years of age. In these schools the education of the sexes is strictly separate and the students are always taught by a teacher of like sex. The psychological stages of development are differentiated in Spanish education and provided for as follows: a period of initiation at the "maternales" for two-year-olds and three-year-olds or at the "Escuelas de parvulos" for four's and five's; (These two stages are for mixed attendance and only a feminine teacher may teach), elementary teaching for the sexes, sevens, eights, and nines; a period of perfection for tens and elevens; a period of professional initiation for twelves, thirteens and fourteens--this period is joined with the following period of professional education proper but this latter period is regulated by some other laws.

The school year is of 240 days duration and it is divided into periods according to climatic and social conditions of the different localities. The school day is five hours in length and is divided into periods according to the direction of municipipal laws and the local Inspector of Education from the Ministry of Education. Both mid-morning nutrition and a hot noon lunch were provided and supervised by parents at the schools which I visited in Madrid. The Director at Menendez Palayo School in Madrid was especially proud of this noon lunch program and of the fully-equippped chapel for Catholic worship which parents have helped him establish within the school building itself. He, also, called my attention to the use of the phonograph by the young scholars at recess for folk Play Party games on the playgronnd which they conducted themselves. He said there is considerable emphasis on physical education in the elementary schools of Spain and he proudly displayed a shower room which is provided in Spain for elementary schools for bathing after strenuous exercises. It is remarkable that he said the school library is unnecessary for their program which is planned expressly for improvement of human relations. I pondered this idea in relation to the very exemplary human relations, real camaraderie which I saw among groups of young people at public gatherings during my visit to Spain and in relation to the exceptionally heavy program of academic study for teachers in Spain. Finally, it occurred to me that this philosophy which practices such stringent economy of ideas in Public Primary education while anticipating real scholarship in professional education of teachers has come to its fruition or stems from a more oriental source than ours.

Among the Primary schools of Spain where I was able to record my observations were Padre Paveda and Menendez Palayo in Madrid which can be considered as typical of the best Primary schools in Spain. It is of interest for us to abstract some notions of principles, curriculum, guidance procedures and methodology from those observations.

The subject of foremost importance in the Primary schools of Spain is Religion. Although it is given less formal lesson time by half than arithmetic and considerably less than the Spanish language, natural science or geography; still it is emphasized because the guidance procedures are based on prayer and inspiration of the Catholic faith. Each child must learn as early as possible the two most fundamentally important prayers: "el padreneuestro" and "el Ave Maria". These beautiful prayers are written with manuscript in the first text which is used by the six-year-olds. The purpose is that they may be read, reread, memorized and copied, as well as used in the school chapel in time of need for inspiration or courage. The Spanish teachers believe that each child must be free to worship in an appropriate chapel when he is attending school and in the very edifice of the school. They made a point of telling us this belief in view of the fact that as stated previously the great nations of the world made the decision in 1945 which stated that all nations would work to develop conscience in children.

The teaching of the Spanish language in the Primary schools is next in importance to Religion although it takes much less formal lesson time than science and arithmetic unless we accept the Spanish principle that they teach vocabulary in the early stages of learning irregardless of the name of the subject in the curriculum and therefore contained in the first text. This learning of vocabulary is facilitated by means of a single text in the hands of each six-year-old child (purchased by his parents except in cases of extreme poverty). This text contains line drawings in color for illustrations throughout so that the children may copy them and thus learn to draw as they learn to write. This is, also, a valuable principle which was the basis of much of the work of Maria Montessori in Italy. Also, in each book of the Spanish Primary Text Series, they have special observation pages similar to the ones we use in the reading readiness stage of our Primary schools. These pages have line drawings in full color to illustrate such themes as the country, the beach, the house with its rooms, the market, etc. There is great wisdom in this principle of observation which is practiced by the Spanish educators which we can readily appreciate when we think of our Primary schools' lack of uniform, systematic practice in observation of line and color by means of participation in drawing and writing and mouthing letters and words simultaneously. The name of each object in the observation page illustrations generally serves as a point of departure to form sentences in response to such questions as the following which may be posed by teacher: 1) From what is it made? 2) Who has made it? 3) How does it serve us? etc.,

etc. Thus the child learns to coordinate his hand and mouth that he may write all that he is able to say just as one of our great educators has recommended in the book, THE GREAT DIDACTIC written by John Amos Comenius. The child in Primary school sees his teacher and his parent write in Spain and he follows their example just as he does in learning to read.

In each book of the Primary Text Series there are, also, some elementary definitions which are associated with exercises of grammar....e.g. Verbs are the words that tell the action of persons, animals or things is one such definition which is followed by the exercises of copying and writing from dictation with accompanying line drawings such sentences as, "Fire burns. Mother works, etc., etc." These exercises become progressively more complicated in order to admit more adjectives or to complete the verb and all this is for the six-year-olds. I have remarked that this method gives good results in the Spanish Primary schools because the Spanish language is almost completely phonetic in character. Unfortunately we cannot apply this method in the United States of America now, but I think that if we adopt our new alphabet (TA) in English, it will be possible to teach the English language as a whole in our Primary schools in lieu of breaking it into spelling, penmanship, composition, creative writing, reading, literature, etc.,etc. However, in Spain, it is recommended that the first text be withheld from the hands of each student until he incites himself to read it with a certain facility. Their method of teaching all the different subjects together in one text tends to give enough variety of practice for fluency in the mechanics of reading. Each child during the first grade at six years of age has enough practice in reading orally Religion, Spanish Language, Arithmetic, Geometry, Natural Science, Geography, History and Patriotic Education, Social Education and Hygiene. It is very remarkable that the first text is entitled ENCYCLOPEDIA. The illustrations which figure in this text are of African Aborigines, Arabs, Romans, Medieval Knights and similar subjects; as well as scenes of ordinary daily life and religious subjects of Nativity, Noah's Ark, etc., and all of these hold infinitely more interest for the children in Spain than our comparable pictures of Eskimos and Indians added to scenes of daily life for our children.

In arithmetic they have standard mental calculation as well as original concrete problems created by the pupils, first with Froebelian materials and later according to their own intuition. The standard calculation tables are interesting enough to report here because they are used infrequently throughout the world, I believe, and they have a game type of attraction for the young student. Some examples of the calculation table in addition and subtraction follow::1+2=3 3+2=5 5+2=7 etc.

2+2=4 4+2=6 6+2=8

7-2=5 5-2=3 3-2=1
8-2=6 6-2=4 4-2=2

It is also recommended in Spain that the children have much real practice with objects such as books, pencils, scales, containers, etc.

The scientific and geographic themes of this level are used exclusively to develop vocabulary as I said previously. The theory of the Spanish educator is like that of Piaget in France and Switzerland, that no beginner at six years of age can completely understand the scientific method, therefore, they give him sensible notions and vocabulary about life which is around him. These themes in

Science are: animals, vegetables, minerals, the human body, senses, etc. In Geography, the topics are topography, boundaries of Spain, sun, moon, stars, common machines, etc., etc.

All school books in Spain must have the approval of the National Ministry of Education after previous pedagogical technical advice as to content and format of the texts is given. There must, also, be Ecclesiastical approval of books including religious doctrine and statements regarding national patriotism must have proper approval. The following four standards are strictly maintained in the evaluation of reading books and other primary texts by the Ministry: they must be adjusted to the norms of official questions on examinations, they must be in harmony with the national laws in doctrine and in spirit, the format and material quality must meet the special pedagogical standards and the price must be right.

The Spanish contingent of Primary teachers graduate almost exclusively from their Magisterios. At the Ministry of Public Education in a conversation with a General Inspector, he has given me some very interesting information on Magisterios of which each province has at least one

Masculine and one Feminine type...and he has characterized them somewhat as follows: "Our Magisterio is called to awaken the vocational dispositions of its students, to inculcate in them the spirit of their noble profession and the religious and humane sentiment proper for all educators. The first obligation of our students is to consider their academic work as an obligatory service to the Fatherland which one must accomplish with exactitude and courage in order to obtain a better academic and professional formation for the noble task of educator." I have been struck by the solemnity of the declaration and in all my conversations with the different officials, professors, educators or others of the teaching profession, I have heard the same ideas expressed. So I like to give the characteristic sentiment for the teacher as it exists in Spain today. The teacher has the noble mission to teach, to give to children their soul, to act as a delegate of society in order to form those who are to be the men of tomorrow. He is entrusted with the role of forging the future spirit of Spain. He has an elevated mission which can compare only to that of an apostle and it demands dedication (clear vocation), exemplary conduct and competent prepartion. The delineation of the type of teacher is imperious: demanded for the magnitude of the responsibility, the accumulation of duties demanding inexorable compliance. It's not a profession that can be served by anyone but demands selection of capable souls as in Evangelism. Many are called but few are chosen. "We want to change the character of the Magisterio from mediocrity and vindicate it by its character of authentic aristocracy," one professor told me and I believe that is accurate, in view of the high conception which the Spanish have of the task for the educators. The vocation of the teacher involves a spirit of service to God and to the country and should be sustained, stimulated and directed with the same zeal and desire that the church puts into the Apostolic vocation. In Spain the teacher is surrounded by an ambiance of strict discipline. The State and Society amplify laws and prerogatives that facilitate his mission rather than impede it. He senses his deserved professional respect and public consideration in both the material and spiritual order of accomplishing, fomenting and perfectioning his vocation.

The formation of teachers follows an interesting program. While the vocation is defined and tested, there is a preliminary period of preparation that embarks on the precise learnings. This preparation is not isolated to result later in disillusionment and mistakes but in connection with other scholars that have to follow other routes of life. Thus that first step of the formation of the teacher is accomplished in the Middle School. As I mentioned before, the period of professional initiation is about 12, 13, 14, initiating the scholars in a four-year dedication to the acquisition of instrumental and formative general knowledge that would be the base of his later pedagogical apprenticeship. The second stage, which encompasses the teacher in the strict course of his professional formation, has to be realized in the special school prepared for this function. Thus the old Normals disappear from view in Spain (one of the many failures created by the liberal Encyclopediam) in order to convert into the new Magisterios that are like restricted pedagogic seminaries where the future teacher begins fundamental education in the difficult teaching profession. At both Feminine and Masculine Magisterios, there is cultural amplification of some disciplines; intensification of doctrines and of religious practices and methodology of teaching religion, solid formation in the is a preliminary period of preparation that embarks on the precise learnings. This preparation is not isolated to result later in disillusionment and mistakes but in connection with other scholars that have to follow other routes of life. Thus that first step of the formation of the teacher is accomplished in the Middle School. As I mentioned before, the period of professional initiation is about 12, 13, 14, initiating the scholars in a four-year dedication to the acquisition of instrumental and formative general knowledge that would be the base of his later pedagogical apprenticeship. The second stage, which encompasses the teacher in the strict course of his professional formation, has to be realized in the special school prepared for this function. Thus the old Normals disappear from view in Spain (one of the many failures created by the liberal Encyclopediam) in order to convert into the new Magisterios that are like restricted pedagogic seminaries where the future teacher begins fundamental education in the difficult teaching profession. At both Feminine and Masculine Magisterios, there is cultural amplification of some disciplines; intensification of doctrines and of religious practices and methodology of teaching religion, solid formation in the principles that have inspired the national history and technical and practical knowledge of the pedagogical science in its diverse ramifications. Each Magisterio must have a Primary school at least up to third grade level attached to the college and each Feminine Magisterio must have in addition a section for children of the Maternal and Escuelas Parvulos. This triennial scheme including Church, State and Family doctrines is imposed upon the teacher in the propitious atmosphere of a home, if possible, with internal regimentation of each hour of the day, each lesson and exercise. It signifies the polishing of his spirit and vigor and the reinforcement of his vocation, improvement of his skill in the sciences and in the art of learning and transmitting to others the true and the good to the service of God and of Spain.

The formation of the teacher does not stop at the Magisterio--he is to enter in the National hierarchy of the profession by the arduous task of traditional tests which shall take place each year in all the provinces and will serve to cover the vacant openings of each one of them so that the teacher can be placed closer to the place where his period of formation was accomplished. But even in teaching, this formation continues because for one thing the door is not closed to those who are better prepared by University study and capable to ascend to the superior categories of the profession; secondly, even in the cloistered life of the school the teacher has to polish himself with the exercise of teaching which is oriented and directed always by the Inspector.

These last words give an exact idea of what the Inspectors are expected to be to the teacher of Primary school in Spain. So an Inspector told me, We are not bureaucrats but orientators and directors of the teacher, not tyrants overwhelmed with our own self-importance but pedagogical counselors, not administrative chiefs incompetent as teachers but real teaching authorities to demand compliance with legal norms. And we are proud of our task. To these Inspectors, the State confides a mission so sacred and of such grave responsibility that their task could be compared to that of a Priest with his flock of followers in his Parish. They are the ones who are to make stronger the vocation of the educators--maintaining the professional spirit alive which is to push them ahead with inspiration from working together at a great common task. The Inspectors are to see that scholarly work is rendered, that teaching techniques are perfected in the end of gaining the interest and respect of society for the decisions and norms of the State. Magdalena M. Ayuso, Directora de la Escuela del Magisterio Feminino, Islas Filipinas 3, Madrid, has particularly excited my imagination in defining the grandeur of the educational plan and describing the enthusastic work being carried forward in the Spanish Primary schools today. I am very grateful to this dedicated lady for the hours she spent answering my questions and explaining every detail of the Spanish system of teacher training for the Primary schools. Her enthusiastic interest in her work was only equaled by her cordial interest in my work in the United States of America.

It is interesting to report that in Spain the educators believe that "inalienable rights" of the family in regard to education of their children correspond to a series of effective rights of the school. I have previously stated that the aim of Spanish education is threefold--to inculcate religious ideals, to foment the national spirit and to educate for improvement of the home and family love. Therefore, the family and the school work in very close cooperation and the home has certain specific rights. It may give home teaching if for some reason the child is unable to attend school, supervise the school attendance of their children, and participate actively in their formation. In parental application,according to disciplinary measures utilized, the home enhances habits and stimulates control. It may seek information periodically of the scholarly improvement of children and in regard to their direct relation with the teacher. It may notify the Municipal Court of anomalies of moral or professional order which fundamentally would interfere with the education. The home has the right to present their children at school with enthusiastic attitude toward learning and in proper dress and to give their children indispensable elementary materials unless this is a real hardship. It must see that the laws for education are carried out and cooperate in general in the development of the school and the scholarly milieu.

Some close contact between the school and the family has been the principal cause of the Open-air school with its traditional Spanish antecedents in all localities of the nation. This school is obligatory for fragile or pre-tubercular children and for all those children who need either a change in altitude and climate or better nutrition and special hygienic conditions, respecting the known rights of the family. The camps, hotels and preventative stations that the Juvenile Front and Feminine Section also organize effectively will continue with scholarly protection.

Whenever such circumstances as population dissemination and difficulty of transportion, being orphaned, helpless, destitute, unprotected, deaf, blind, mentally retarded, etc., demand it, scholarly institutions are created to inculcate the national spirit of the Spanish Christian community and in every way give the children normal educational opportunity in as homelike an environment as possible.

Unfortunately, I have not had the occasion to visit an open-air school in Spain but according to my impressions they have somewhat the same character as the open-air schools in Italy. I have visited the most famous of all the open-air schools in Italy which is named "Giacomo Leopardi" after the famous Italian patriot....I spoke of it in this report in the chapter concerning Italy.

In

ITALY

The traditional public education system is completely centralized by the Ministry of Education with government employees throughout. Private schools are frequently established and directed by the Catholic church if they and other organizations meet the National Governmental requirements and they may receive Government grants for financial aid. The maximum duration of the obligatory education for all children (boys and girls) each year from October to July, is six to fourteen years, six days weekly and four hours daily. There are five years of elementary and three years of Junior High School with an examination administered at the end in order to qualify for the Certificate of Elementary Studies in Italy.

The programs of teaching are traditionally and effectively maintained by the supervision and examinations of State authorities appointed by the Ministry of Education. The principal aim of the obligatory Primary school program is to "develop the children's social personality". However, as I have observed and as certain teachers have told me, the school activities and the teachers' method depend somewhat on the teacher's personality, choice of method and the nature of the local environment. Some educators have told me that they firmly adhere to the conviction that each teacher must evolve a method of teaching for himself.

Dr. Luigi Volpicelli, who is a Professor of the Faculty of Education at the University of Rome and considered as an authority in this area, has had the kindness to extend cordial hospitality to me at his residence in Rome. He told me that his lectures concern the work of the great teachers of the world exclusively -- John Locke, Pestalozzi, Gomenius, Rousseau, Dewey, et al. Dr. Volpicelli is so well known for his magnificent work with Juvenile Films for UNESCO and for his historical publications that by mentioning our acquaintance with Professors Morri and Volpicelli, we received special considerations wherever we went in Rome. It was through Dr. Volpicelli's efforts that we were able to learn many things about the Popular School movement in Italy, particularly the open-air schools. It is interesting to report that in addition to his other well-known achievements, Dr. Volpicelli has projected a series of textbooks for teaching beginners to read Italian. I find these books most intriguing and I can't help wondering why we do not make use of them and their prototype in other countries for teaching the "linguistic method" of reading instruction in our Universities. But the thing that really impressed me about Professors Volpicelli, Morri, and other memorable Italians was their personalities . . . they were so attentive and hospitable to us that we realized fully the importance of the Marvelous Italian culture in meeting their fundamental purpose for education.

One of the means of acculturation in Italy which is very economical and thus effective is the practice of using the special Conservatory for teaching music and art. Incidentally, these institutions offer untold advantages in education to Americans and absolutely free of tuition. In Italy they think it is unnecessary to teach music in the traditional Primary school because the people have a strong cultural heritage of music and virtually all of them sing the light operas along with the cast when they attend the plentiful distribution of theatres throughout Italy. It is only the people who choose music or art as a profession who study at the Conservatory. I believe this rich cultural heritage in Italy has as much to do with the happiness of the people as the material wealth. The cares of the world are less weighty for the barber, the butcher and the candlestick maker who can sing better than their contemporaries in other classes of the population. The quantity of emotion is equal.

The Ministry of Education through the Senior Council is now offering refresher courses of about ten days for teachers at intervals throughout the year. They make excellent use of television, radio and the marionette theatre in Italy for communicating changes or improvements in their excellent teaching programs or in the basic outlines of subject matter of any course. The diploma from the "Institute Magistrale" (special teacher training institution) entitles the student to a certificate and a license to teach in the elementary school. He is, also, qualified for admission to two Faculties (Oriental Institute and Faculty of Education) at the University because he has passed a State prepared final examination at the close of his course in teacher training at the Institute Magistrale. In order to accept a permanent teaching post, however, after receiving his diploma or degree (elementary and secondary teaching qualification) the aspirant must pass a series of oral and written examinations adminstered on a competitive basis by the State. The Ministry of Education has set up a Consultative Commission and a Central Department to direct non-state or private schools so that the Church may have its own education system and still meet the State requirements for completion of academic programs. The textbooks for all schools are selected at the close of each school year for the following year by a commission of teachers and parents at the local level and the selection must be approved by a special textbook commission set up by the Ministry of Education. This unique system of book evaluation has been very effective in Italy to reduce commercialism in book publication and expedite the operation of the schools at the local level. It bears repetition that the Primary school textbooks are worthy of our attention.

In Italy a democratic movement to reconstruct educational as well as political and social institutions has had unbelievable success in eradicating illiteracy among adults during the past two decades. One educator in Italy told me that about a hundred thousand adults pass the lower elementary school certificate examination each year as a result of the efforts of the new Popular school. If the certificate examination is not passed the first time, it is taken again. The principal aim of these schools instituted in Italy is to reduce illiteracy and semi-illiteracy. These Popular schools are directed by the Ministry of Education with two centralized information organizations for its teachers and its students in order to meet the most critical problems of each group. There are in the enrollment at Popular schools large numbers of illiterate children who are drop-outs from Preparatory and Primary school (4-11 years) and many adults who are semi-illiterate as a result of living in unfavorable economic circumstances, and working at unskilled labor which discourages the continuance of literacy. The traditional Prepatory Primary school of Italy was unable to cope with these two types of students and it was necessary for the Ministry of Education to quickly invent such schools in order to raise the "cultural, moral and civic standards" of its citizens to protect the national foundations.

This new movement in Italian education has encouraged coordination of educational efforts in a variety of ways. The Popular schools have been organized in hospitals, prisons, industries, open-air schools, reading centers, recreation areas, family schools (cooperative schools formed by groups of families) and any number of other places. The ordinary standards of the elementary school for children from 6 to 11 do not suit these schools so I observed some exceptionally original practices being used wherever I visited.

The Open-air Schools particularly interested me and I believe there is benefit for us in studying their organization more profoundly.

The Italian educators think that in our century of industrialism and increased urbanization and thus new politico-social ideas, it is necessary to preserve the youth from the contagious maladies...especially from tuberculosis. Thus it is that the medical profession and the sociologists with the slogan of "Mens sana in corpore sano" are counselors who direct the organization of the open-air schools in some healthy milieu, open and free. A school thus conceived, with the aim of better health of the children, has a fruitful pedagogic idea at its most intimate source, they think. They create the ideal conditions in order to put the children in immediate contact with the pure elements of nature to make actual a complete harmony of the new life. An Italian educator of one of the Open-air schools has remarked, "Our open-air schools are the opposite of the school-barracks" (allusion to the bad conditions of the military barracks). He has told me that for such schools they have need of educators with special aptitudes, with open minds and with extremely elevated technical-cultural preparation.

Their multifarious activities demand the necessary knowledge and the firm conviction that the open-air school tends to collaborate in the development of integrated personalities serving the ideal of self-education. The programs of teaching in these schools must create a harmonious collaboration between the teachers and the students.

Among other open-air school, which I visited, was "Giacomo Leopardi", one of the best schools in Rome... named after the great past patriot of Italy. The children enjoy working, playing, eating, swimming and resting at this school. For children eating in the company of other children is a special much-desired occasion. Children are more sociable and they begin very early to show interest in being near each other. This interest in others and their activities helps children to learn and grow especially at this open-air school, as you will agree, I believe, after reading the ensuing remarks. I find it interesting and even satisfying to dwell a little on the gracious and lovely dining room for the children at Giacomo Leopardi, which was made possible by a harmonious collaboration between parents and teachers. On entering this room, I couldn't believe I was visiting a school lunch room, for it resembled an attractive club tea room. There were small tables for four scattered throughout the length and breadth of the room. Furthermore, those little tables had tiny cloths and napkins to match the draperies at the long windows opening on a shaded area along the whole side of the room opposite the entrance. There were even small vases of flowers on each table and the floor was polished beautifully. I could hear soft music playing and at one end of the room I observed a fine transcription player which was used daily to play music for the children's enjoyment and appreciation while eating. This room made such a profound impression on me that I wish all administrators and teachers who are plagued by the school lunch room situation here could use these Italian style dining rooms at our open-air schools. Surely the lovely milieu with the little appointments for refined behavior, music for quiet listening and above all, space for the full, rich enjoyment of excellent food in the company of a small group of close friends provides for learning at its best for these young people.

It was March when I visited at Giacomo Leopardi so the boys and girls were just beginning to cultivate the vegetable gardens which covered around a quarter of an acre near the school. Some small greens were just beginning to appear in one or two of the plots allotted to the various classes. As I looked beyond the gardens, I could see the Olympian Stadium and the Foreign Affairs Ministry of Rome some distance below and in the immediate vicinity I watched the preparation of a new swimming pool for these fortunate boys and girls. Small wonder that they enjoy their school life! Even their lessons on the History of Italy are held in open-air. I attended a class which was taught on a brick arcade with roof overhead on one sheltered side of a classroom building. The pupils wore wraps and each carried his own chair which was placed in an orderly circle as if by long established custom. The sun was shining and the beautiful blue sky was perfectly clear above as I saw it nearly every day during March when I visited in Italy. The climate is very similar to Los Angeles. I thought how wise their Italian teachers were to utilize this cool, quiet, open-air space to such great advantage for physical and mental health. The group was only as large as the teacher desired and each young pupil participated with great earnestness in the discussion which continued for more than half an hour. Italy is renowned for these open-air classes throughout Europe.

In Italy the open-air school is much more than home away from home for the children because even the best home has limited space. In the open-air, the children have much more freedom from the many little restrictions on activities which the proximity of people indoors imposes. Hence in Italy the home is the fundamental source of affection, which is one of the most important elements for normal development of the child; but the school is another principal source for normal development, that of wisdom. Traditional indoor school activities such as the three R's are very important media for transmitting wisdom in Italy with its rich cultural heritage of ideas...and the Italians share our belief that the exclusive use of the metric system in their culture greatly facilitates the teaching of arithmetic with mathematics at the Primary level. At the open-air schools the Italian child learns the symbols to record and communicate less abstract real experiences of both indoors and outdoors. I cannot help adding that the Italians have foreseen, as we have, the marvelous advantage for their youth in sports, in driver-education and in all-round handling of situations of life, and they have included among their outdoor activities space and time for riding at school -- such wheeled vehicles as tri-cycles and bicycles , horses, and for playing with balls of all sizes according to the age of the pupils. The memorization of printed symbols permits the utility, the enjoyment and the reliving of both individual and group activities; of active and quiet moments. At Giacomo Leopardi the "Spiritual Method" is used to teach beginning reading. (A new style for teaching collective lessons by the Montesorri method) It is the original method of Mr. Lambertucci and it interests the children very successfully. "I see a house" is written on the chalk board as follows:

At a later stage the eye becomes a symbol

The phrase"I walk to school" is written:

The word walk is later symbolized There were rows of flash cards with these heirogliphics arranged in the order of learning procedure above the chalk board. Evidently this the ITA (Initial Teaching Alphabet) for Italy. This method is well-named the "Spiritual Method"! I told the Principal after he proudly demonstrated his own original method, by

Mr. Lambertucci teaching the morning reading lesson, that he could well be proud of his creativity because I saw the pleasure of learning in the eyes of the children as he taught and they as well as their aspirant teacher were imbued at that moment with the spirit of interest in learning. This Spiritual Method is used in all the Popular schools. It completes the logical system of Montessori for our time to educate the senses. In our better Montessori schools here we have incorporated the Spiritual Method as used by students of Volpicelli in the laboratory schools of Italy. However, I am moved to say here, that the educator of any educational program is by his personal influence vitally important to the success of the program. I have witnessed that in our Montessori schools. I believe I neglected to mention that Mr. Lambertucci of Giacomo Leopardi was a student of Volpicelli and that his school is a type of training school for young aspirants from the University of Rome, Faculty of Education, where Volpicelli gives his magnificent lectures on great ideas in education.

The open-air school, Giacomo Leopardi, has made great progress in Rome. At the time of our visit it had around twenty-five elementary classes with more than a thousand students (around 250 in the Maternelle). The Italian law has considered Giacomo Leopardi of Rome as a "Special" school. The pupils are generally chosen from among the physically delicate children especially among those who are predisposed to tuberculosis. On admission the school doctor prepares a special health card for each pupil (cartella sanitaria) and the pupils are under the permanent surveillance of the doctor. And as they have told me, many of those children who were feeble on admission became robust boys and girls after a period of time thanks to the regime of the school.

Professor Luigi Volpicelli has told me as I wrote above that he does not teach a special method of pedagogy to his classes of aspirants to teaching at the University of Rome. Also, he has shared with me his belief that each teacher in Italy must create his own method. However, his work: "L'educazione contemporanea," (1960) which I learned about during my observations at the "Casa dei Bambini" in Rome has helped me to interpret the general principle of the philosophy of Italian educators. Many of them have told me in one way of another that teaching is an art; it must have unity, clarity, simplicity, rhythm and originality in which the teacher certainly projects his personality. The Italian teachers think that good taste demands that each person search within himself for his own philosophy and they believe it is unnecessary to borrow from others in order to have an eclectic philosophy as foundation for an eclectic method. They told me that a great educator like Montessori is blessed with a depth of emotion which is free to express itself in love and service to humanity.

The art of great teachers who have placed most of their free flowing energy at the service of mankind, is no less than a great inspiration to other teachers who sometimes become their apostles or disciples. Man derives stimulation from his association with other men of all times and places and being human he must live among men but his philosophy and thus his method must be his very own and assist him in his art of self-expression, communication, service or teaching which stems largely from the sub-conscious depths of the mind. These Italian educators have given me so many ideas which are so close in meaning to the ideals of our great American educator, John Dewey, that I can not forego the time and space for their incorporation in this report although the balance of fundamentals be tilted a little. I have asked the Italians if Catholicism and the presence of the **Pope** in Rome has contributed to their inspiring ideals for teachers and they have devoutly answered that their Catholicism contributes to the meaning of the whole world for them.

At the "Casa dei Bambini" in Rome, which is the one I visited by previous arrangement of Luigi Volpicelli, I saw the Montessori method exemplified in its purest form . . . in the "scuola materna ed elementari". Since I have derived certain benefits from my observations of the practice of the Montessori method wherever I have visited the "Casa dei Bambini" or schools for "formazione delle maestre" in Italy I choose to prod the imagination of my reader a little in the direction of becoming reacquainted with the true beliefs of that great educator. The fact that she intended that her principles and methods should be developed for use at the succeeding stages of education after pre-school has received little attention here in our public schools. We have taught our pre-school teachers to use non-directive guidance in their teaching but, in general, at the later stages of education we hear all too frequently that there is "subject matter to be covered." This would be humorous except that it is life's greatest tragedy to allow youth to have their best impulses covered over with paper as though they were inanimate objects. In 1911, Professor Henry W. Holmes, of the Division of Education of Harvard University, suggested that an English translation be made of "Il Metodo della Pedagogia Scientifica applicato all' educazione infantile nelle Case dei Bambini." And Montessori regarded this as one of the greatest events of her educational work. But, today, who has read or thoroughly studied this volume which is a mine of useful ideas and information? It is a worthy aim of this report to suggest a more profound study of the work of this great teacher who was, also, an M.D. and all of this happened at the beginning of our century. I shall attempt to do all possible to further the collaboration of scientists toward the end Montessori had in mind in this report . . . "use of this method in education provides a fruitful field of research in human development and it is possible even that a new science may develop to aid us in our search for truth. It is obvious that the method has vitality and that all that is necessary is a greater collaboration of scientists to make possible the fruition of the hope of Montessori's disciples that her work in Rome shall become the center of an efficient and helpful collaboration." We are only beginning in America to move toward this larger collaboration. We have had general publication of Montessori ideals and practices through McClure's Magazine at the beginning of the century and it is my belief that now after half a century has elapsed we must again disseminate the information on the real beliefs of Montessori.

I believe with the Italians all progress is based on inner force, and we do have a problem of survival not just a problem of intellectual elevation. I have spoken of a wise and sane liberty in writing about education in Switzerland and Montessori has shown us the same thing through her work in Italian education. The discipline through liberty is the only true discipline and by this means the child follows the natural way of development of the human race. Life must be stimulated by educators and then left free to develop. The didactic material of Montessori renders auto-education possible, permits a methodical education of the senses of gifted, deficient and normal children.

Such education does not rest wholly upon the ability of the teacher but also upon the didactic system. The system presents objects which, first, attract the spontaneous attention of the child, and, second, contain a rational gradation of stimuli. In the "Casa dei Bambini" of Rome they do not confuse the education of the senses with the concrete ideas which may be gathered from our environment by means of senses. They ask the question, "Where is the man who has developed his full potentiality?"

The lesson in the Montessori method is an experiment.

That is why it is important for the Montessori teacher to study experimental psychology and to understand more objectively the teacher training courses given at the "Casa dei Bambini." The Montessori teachers, which I observed, followed the original plan of their leader in conducting the lessons and the following typical example of a Montessori lesson manifests the great educator's principles of brevity, simplicity and truth; The teacher wanted to teach the child the two colors, red and blue. (There are very few collective lessons in the Montessori method where it is necesary that all of the children pay attention whether they are so disposed or not.) The teacher says: Look at this. This is red. This is blue. (To test the child); Give me the red. Give me the blue. (I was surprised that even the example was taken from Montessori.) If the child fails the test, the teacher does not repeat and does not insist. She smiles, gives the child a friendly caress and takes away the colors. The absolute value of simplicity in this lesson is clearly shown in Montessori's book by a contrast. Let us suppose that the teacher in her desire to attract the attention for a collective lesson had said: "Children, see if you can guess what I have in my hand!" (She tells the children to do something which they cannot possibly do. . . where is the value, the experiment, or the truth.) "Children, look out at the sky . . Have you ever looked at it before?" "Have you looked at it at night when it is all shining with stars?" "No, you haven't, have you?" "Well, look at my dress!" "It is the same color as the sky!"

"Look around the room!" "Can you find something that is blue?" "Here is something blue." "It is the same color as the sky and the dress." "It is blue." "Now look around the room to find something that is blue." Unfortunately, at this point in the lesson all the children's attention is lost. In this last lesson says Montessori the teacher discouraged the children from listening to her at the very beginning by making an impossible demand and after that she completely confused them by talking about many things only vaguely related to the problem at hand. She believed it was necessary to say these things to attract and hold the attention during a collective lesson. However, at Giacomo Leopardi Mr. Lambertucci has had an excellent response from the children during a typical collective lesson in the Montessori method. He has abided by the Montessori principles of brevity, simplicity and truth in a style all his own. At the same time he has introduced a significant concept from the experience of our time . . the concept that we use pictures, symbols and words for communication according to our linguistic sophistication. These Italian lessons have been a great delight to me and there is not space in this report to explain the many insights I received from talking with the educators, Luigi Volpicelli, Morri, Lambertucci, et al. But, it is extremely important to us to consider at least two more fundamental ideals of the Montessori system which help the Italians in their great triumph over illiteracy, feebleness of body and mind and such maladies as tuberculosis.

It has been shown above by descriptions of Montessori lessons that the educators of today, fifty years after her work started, still follow her most basic principle: it is the appeal of one human voice to another by calling him from his lethargy which is even more important than the didactic materials. This does not in any way contradict the non-directive guidance principle nor the great importance of the materials. It means simply that the Montessori teacher has two principal functions: to observe and to experiment. In her observations she watches for the results of her previous experiments and finds new hypotheses for future experiments. To describe adequately the didactic materials with their possibilities for gradual development of all the senses would be beyond the scope of this report but I cannot resist describing what I saw developing in one child's life in Rome. He was listening to a tape recording with earphones on his head and the teacher allowed me to have another pair of earphones to listen with him. It was his teacher's voice calling to him and telling him to find the different parts of a puzzle which was before him and which would represent an animal in her story to him. The child could see the whole animal pictured on the cover of his puzzle box and he began at once to find the head, the tail, the ears, etc., etc. of the African elephant. Meanwhile, there was a tantalizing bit of rhythmic music as background for the teacher's lovely, low-pitched voice. The child listened repeatedly to her little factual account about the elephant which he could construct simultaneously. It was engaging for him at that particular time and the teacher showed me other didactic materials for all three academic areas of the curriculum . . . science, literature and art. The teachers told me that they struggle diligently to follow exactly the other fundamental principle of Montessori work which I cannot stress too strongly here: "The abyss between the inferior mentality of the idiot and that of the normal brain can never be bridged _if_ the normal child has reached his full development." By this principle we see that great esteem which Montessori had for the _Being_ of a child and by the added activities in all the OPEN AIR schools of Italy I saw and have described previously how the child is developed socially by self-care in daily routines and by service to others through daily household chores and the gardening. She understood that the child must have experience in the activities at the source of human needs and that by collaboration in the supply of such real needs as food, clothing, shelter and survival in time of danger, the child develops the necessary character for coping with the vicissitudes of life.

I must say in conclusion that during my contacts with some Italian educators I have felt a profound admiration for them, especially for the great figures, as: Professors Morri, Volpicelli and Lambertucci who are so devoted to their task in order to realize the perfectioning of elementary teaching, elimination of illiteracy in Italy, improvement of living conditions for the youth and even the enrichment of the Italian culture.

DENMARK

Denmark is one of the most interesting countries in Europe from the point of view of the organization of Primary education. The obligatory Primary teaching in Denmark is differentiated by tradition in rural, urban and metropolitan (Copenhagen) sections but the actual law orders the education system for the purpose of unification. With the help of this intricate legal system and with a centralized general administration, Denmark is able to make great strides in progressing toward a balance of public, professional and parental control for children at school. The seven-year obligatory general education is kept strictly apart from vocational or pre-vocational education by means of a thoroughly developed apprenticeship system carried on by industry under the legal supervision of the state. Education by the family is still emphasized as it is in Switzerland. A complete rational harmony between the school, the community and the family, itself, is attained by this Primary education system of Denmark. The unification by law and centralization by the Danish Ministry of Education has a purpose in this democratic state because it expresses the viewpoint of the parents of the children, the general public and the teaching profession. Actually the freedom of method and experimentation in the Denmark school system is fostered in the end of promoting ever broader and

and deeper cultural benefits for the children.

The Ministry of Education with the aid of a rather large advisory staff exercises direct control over the schools largely by appointment of the key people in education, by published time tables for teachers and by the state examination system. A member of the Advisory Staff, an inspector of high experience, had the amiability during a conversation of more than two hours to explain to me the organization and the activity of their staff. It is interesting to indicate the personnel and function of the Advisory Staff here because it gives an overview of the framework of the system which represents a specific characteristic of the country. The Advisory Staff is composed: 1. State adviser for "Folkschools" and Teachers Colleges; 2. Inspector for Gymnasier with his twelve subject-group assistants who are part time practicing teachers; 3. Inspector for "Middle" and "Real" schools with some subject-group assistants who are part time practicing teachers; 4. State adviser for Youth education, also, with assistants; 5. State inspector for subjects (domestic science, physical education (many assistants) handwork (many assistants) song, school kitchen, woodshop work drawing); 6. Adviser for liaison with education abroad; 7. Architect adviser.

The next two lower authorities to the Ministry are the School Council and the School Directorate. The School Council is formed by representatives elected by the County Council and the Town Councils in the County area. It "takes charge" of the County School Fund (state grants and local taxation). The School Directorate (County Sheriff, chairman, with member appointed by County Council) administers County education and the Town Council is the administrative body for the town. The School Directorate and the Town Council appoint teachers for their respective schools except those important posts appointed by the king through the Ministry of Education. The Danes have very wisely arranged that there are some full-time officers for a period on both the School Directorage and the Town Council so that the factors of mobility of population and transportation can be considered in planning education as a whole with cohesion and economy. Both the town and the county work directly with the Ministry. The rural "communal" (local) authorities, "Parish Councils" are under the administrative supervision of the Directorate. However, the Parish Council is immediately responsible for money spent and thus self-contained in schooling.

There is a Teachers Council in every school with an elected chairman and the Head of the school is never considered as ex-officio chairman of the Teachers council. There is, also, a Parents Council which has visiting days at school and its own permanent reception room in the school adjoining the faculty room. Cooperation between home and school is, also, stressed in Denmark by the limited number of hours children spend at school in contrast to hours at home (½ day sessions or 18 to 36 hours per week increasing with age) and by the requirement of home preparation of children's school work. The Danes see this home work as a means of communication between home and school rather than simply as a factor relative directly to child development and growth.

A School Commission has general supervisory powers over both rural and urban areas and has the right of "presentation or nomination to teaching appointments"... each single school has its own appointed school board. These two authorities are linked by the Board electing members to the Commission and the Commission reciprocating in the same fashion. The School Commission has such duties as: 1. to issue all rules for discipline after consultation with the joing Teachers Council; 2. to see that all children are receiving appropriate education; 3. to work out instruction plans and annual reports for the rural areas after consultation with them; 4. to supervise private instruction and 5. to consider plans for new schools if several schools are concerned after consultation with the Joint Teachers Council. And the School Board has its specific duties; 1. to supervise the school for which it is appointed; 2. to provide materials and books for school use; 3. to arrange the annual examinations (after consultation with Teachers Council) and 4. to consider division of work among teachers. There would be a possible source of friction between school commission and school board except that due consideration has been given to a delimitation of duties to keep them parallel.

In considering the progress of the education system of Denmark, it must be remembered that there are school time tables, school curricula, school examinations and, even, subject syllabuses "laid down in Acts of Parliamentor by local education authorities." The annual school report of a municipality may include syllabuses and annual examination papers which are common to all schools of the municipality. The importance of the teacher is not minimized by this approach and the actual teacher education course is longer than in teacher training colleges of many countries. It is true that "local initiative is circumscribed but there is greater delegation of authority and a broader scheme of work. Also, the teacher has greater freedom within his narrow field of action because he is not so much at mercy of pressure from all quarters."

The teacher is becoming more and more free to experiment with method and curriculum all the time because he is used for public examiner of his own pupils, moderator of exams at other schools and inspector for other schools. It was my good fortune to attend a series of public examinations at the teacher training level which I plan to describe in a more appropriate section of this report. It is very favorable for the teachers that there are no supervisors acting in both the advisory and executive capacity. It is well stated by the Danes that it is impossible to separate public oral examinations from the use made of teachers as examiners and it is impossible to dissociate this, in turn, from the thorough and homogeneous academic and professional education of teachers.

The Primary obligatory school of Denmark begins at age seven with very rare exceptions for permissive attendance as early as six years. The Danes think as the Swedes that younger children ought to be at home because they need so much personal care. They believe the child is much more mature for school at age seven than at six. They would rather extend primary education upward that downward so that home-making education may be given at school beyond age 14. They would, also, like to improve housing and other conditions in the milieu (reduced working hours for parents) to counteract the "forces now impairing the value of the home as an educational agency for the child." They realize that there are the "contrary tendencies" of divorce and working mothers.

There are "provisions" made for children below the obligatory school age at Kindergartens, Creches and Free-Time Homes and these places are available to all of the parents at about thirty per cent of the cost. The tendency is to provide these places where needed for young children in Denmark rather than to lower the age for entry to obligatory school. "School" means to a Dane formal schooling so "the pre-school situation in the future is more likely to be met by expansion of private kindergarten and other private pre-school facilities" than by extension downward of obligatory primary schools. The pre-school situation is generally met very similarly here in the U.S. -- very few states have public school kindergartens. The principal difference in Denmark is that there is government support and inspection of private schools the same as of obligatory and consequently the price to the parent can be very low and the condition of the schools is beyond reproach.

I visited one pre-school for children 3 - 6 years where the physical environment was very superior both from the point of view of hygience and safety and that of esthetics. The children were playing freely and vigorously with unlimited access to both outdoor and indoor materials, equipment and activities. The teacher was watching over them with great seriousness of purpose but she told me that she tried to limit interference with their play to the times when they caused each others discomfort or sadness. She said that this non-interference policy really make her work more complex because she was watching the development of the children's interests during their free play and the development of their powers of concentration. It was a fascinating idea! She said the parents of Denmark tended to want their children guided according to individual interests in all the schools. She even showed me in one of her very brief pauses between answering the children's questions and requests how one child's interest in boats had developed over a period of the two years she had known him. This boy lived on a boat in Copenhagen and his detailed pictures of boats he saw each day made an interesting illustrated book for some landbound child of his age. I tried to secure this little book but this child was too passionately fond of his own art to give it up. This school gave me much for nostalgic reflection because it was so like the type of school for young children here in California.. almost a home away from home in its furtherance of child development goals, completely apart from elementary school lessons, organization, crowds and subject-teachers with individualized AV education.

At Benstrup in Denmark I visited a very hospitable home which was a thatch-roofed cottage built by the owner, himself. A stork family was nesting on the wheel which circled around the chimney. Mr. and Mrs. Niels Pedersen told me that many children come to their little cottage for field trips to learn interesting things about the storks of Denmark. I, myself, did not know that the last census of storks of Denmark numbered them at around 100 and they come back to the same nests each year which they discover by a special marking left on the house during the previous season. I was pleased to learn that the Danes think about educating young children for conservation of the storks and for appreciation of the primitive arts such as roof thatching. They wish to conserve the agricultural potential of Denmark as much as to expand the industrial life. At nearby Randers and at Ribe I visited more homes with storks nesting. School children were making observations of the habits of storks during my visit to the town square at Randers. One of the storks was very tame and stood on a street bench beside the children seated there. The children were absolutely delighted judging by the expressions on their faces but they were composed and the stork remained for some moments at their side undoubtedly waiting to be fed some fish which is their sole means of subsistence. I thought how fortunate it was that the teacher of these preschool children had taken the risks and precautions attendant upon bringing a group of young children on a holiday field trip.

In a certain sense the obligatory Primary school in Denmark is being expanded for children. The Ministry has established examination schools (schools with the possibility for taking examinations at the end) everywhere even in the most sparsely populated rural areas. All capable children are being included as rapidly as possible in examination schools. Industry shows a preference for the youth with passes from examination schools. Thus, within the typical European organization of the obligatory school in Denmark, the "ground school" is becoming a 5-year instead of a 4-year department (ages 7-12) for maturity reasons. Then the students transfer to either an examination middle school of three years (12, 13, and 14 years of age) or an examination-free middle school. There is pressure in rural areas to keep the school-leaving age at 14 for agricultural reasons which is one or two years before the Real-Eksamen is given following middle school. The Real-Eksamen is an alternative choice to attending the Gymnasium which prepares for the Studenter examination and entrance to the University. Transfer within the "commun" (community) is arranged (outside of Copenhagen) on the basis of the last annual exam taken in the "groundschool." Intelligence tests or entrance exams are not used in selection for the examination middle school. "This transfer is a formal matter based on the achievement as shown by the last examination results.

Moreover, a child cannot transfer from examination to non-examination middle school courses or vice versa once he has started."

The school examinations are particularly interesting as I have mentioned previously in the use of public oral exams and in the responsibility placed on the teacher of the pupil as examiner, with other teachers as moderators. The difficulty of the Real Eksamen is comparable to the G.C.E. which was mentioned in my report on England. The teacher is required to estimate the grade on any given examination before a student takes it and this estimate counts as much as the real grade. They reason that oral response is the practical use which they will make of the knowledge they gain. Modern language is prominent among the examinations and thus it is very practical to give oral examinations. Following are approximate samples of the published timetable for the "ground school and middle schools" showing the degree to which the various subjects are taught at the different levels in preparation for the examination:

SUBJECTS	GROUNDSCHOOL	MIDDLESCHOOL
Scripture	2	2
Danish	10	5
English	0	5
German	0	5
History	2	2
Geography	2	2
Nat. History	1	2

SUBJECTS	GROUNDSCHOOL	MIDDLE SCHOOL
Physics	0	2
Arith & Mathematics	5	6
Singing	1	1
Drawing	2	2
Gymnastics	2	2
Woodwork	2	2
Needlework	4	2
Housekeeping	0	3

Examinations are not given in Religion, Gymnastics, Singing and Housecraft. In addition, one or two subjects at the Middle School level are left unexamined each year. These subjects vary from school to school and year to year. About three weeks before the beginning of the oral examinations, the State Inspector sends a program to each school announcing which subjects will be examined. This practice gives flexibility to the examination system in several ways. It is impossible to teach solely for an examination which may not take place. A State Inspector of Denmark certainly knows which subjects are most in need of examination from a cultural point of view. The teacher must be thoroughly acquainted in detail with the total achievement of each of her students to estimate his grade on any given examination before he takes it.

The instruction in the "Goundschool" (grades 1-5) now begins in August as the examination schools rather than in April which was the former opening date for schools. Thus the trend is a little more toward an industrialized society. There are class-teachers at this level but subject-teachers are used partially at the "Middle School" level. Frequently the teachers continue upward with their classes from ground-school. This is a particularity of Denmark and there is controversy even there concerning the values of continuity of teaching versus variety in teaching. It is obvious the teachers find a real advantage in their work of giving public oral examinations to students who they know thoroughly. The disciplinary reason which we so often use here to support the value of variety in teachers simply does not exist in Denmark. The children spend only half of each day in school and they are occupied with formal fifty-minute lessons all during that time. There is about a thirty-minute break in the middle of the morning for a free smorgesbord lunch. One of these lunches was served to me during my visit at a school in Copenhagen and it was so delicious that I found myself softening a bit while observing the arduous tasks set for the children. Actually the children enjoy these difficult lessons. They are so well organized for clarity, brevity and simplicity in the step by step procedures that the young pupils progress logically and take pleasure in their progress. The lessons I saw were in reading and arithmetic with mathematics at the seven year old stage (first grade). As in most European countries all the materials necessary for these excellently developed lessons was included in the texts for the purpils. They had sections in the appendix of their text to tear out on perforated lines the necessary letter sounds, words, phrases, pictures etc., for the lessons. Both boys and girls were taught in the same class by a man teacher. There are a majority of men teachers in Denmark. The text they were using at this school was written by the son of the author of a traditional school text in Denmark which dates back many years in its usage by the schools. (At the Pedagogical library of Copenhagen, Mr. Hans Boedewadt told me many interesting things about the reading lessons in Denmark and helped me to make a collection of reading texts showing a little of the history of pedagogy in this realm). The seven-year-old stage is excellent as we know for accomplishing much practice for mastery of the drill subjects. I asked about the teaching of history and geography and the teacher said that they find it absolutely essential for efficiency in learning to wait until "Middle School" years for that when children are competent at independent reading and they are aware that an extension of the Middle School will be necessary in order not to leave the children in the dark ages or the age of the reptiles for their entire lives. Since my visit in the Elementary school I have had the impression that due to many carefully planned factors in the school system of Denmark, the children are capable of reading the first text and more when they are admitted at the Elementary school (seven-years of age) for their first formal lessons in reading and arithmetic. All of the material with instructions for the teaching is obtainable at any bookstore simply by buying one very economical text. And there are the private ways of meeting the pre-school and school-free situations. I saw many children carrying their bags of books to the library and to kindergartens even at the age of five. The Danes have a rich cultural heretage available to all and the ideal of scholarship is before the eyes of each child from infancy onward. It is not only the public examinations and the special costume which the students wear for the Studenter examinations but there are the concerts; the folk festivals; and a large number of historical museums in Denmark to inspire all of the people.

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In Denmark the teacher training college prepares teachers for the Obligatory school, the whole Folkschool (and the Real classes associated with it) and with a view to the teachers taking part in the Youth and Evening schools. The courses ~~are~~ available for aspirants are a 2½ year course for Preparatory school teachers (teachers for the first three years of "Groundschool"), a four-year Normal course and a three-year course (for persons holding student qualifications for admission to the University). The minimum age requirement for admission to teacher training is eighteen for Normal students, nineteen for students with "Studenter" qualifications and twenty for the Preparatory teachers.

For the Preparatory aspirants the entrance examinations is composed: Danish, Writing, Religion, Arithmetic, History and Civics, Geography, Natural History, Gymnastics, Song, Drawing and Needlework. Holders of the Real Examination or equivalent qualification can be excused entrance examinations except for those in Danish, Arithmetic and Song. Anyone who cannot take Gymnastics, Needlework or Song at college can only be admitted by special dispensation of the Minister of Education. A Preparatory class can be attached to a College for applicants wishing to prepare for the entrance examination.

The curriculum includes the subjects of the entrance examination and Pedagogy and Child Psychology, as well as Tuition in physical science, a foreign language and library practice. The library study lasts at least three months and is an integral part of the Preparatory course. There is no formal exam at the end of the course, but a certificate is issued with a statement of proficiency in practical teaching and in each subject.

For the four-year course a Preparatory class may also be attached to a college (or a Folk High school) so that applicants can prepare for the entrance exam, which is held by the college lecturers with a moderator and includes tests in Danish, English or German, and Music. Women who wish to take college courses in housecraft must be tested in that subject on entry. Applicants who are at least twenty years of age and have taken two Folk Highschool courses can be excused tests except in Danish, Math, Physical Science and a Foreign Language.

I have had a very stimulating morning in Copenhagen attending an oral examination session for three young teaching aspirants who had studied English as part of their 4-year teacher training course. They were examined by their teacher in both pedagogy and proficiency of reading, conversation and grammar of English. The one student who was exceptionally excellent had read "Lord of the Flies" in English and he discussed this critically with great fluency. Even the student who failed his oral examination that morning, was very capable in ordinary conversation and grammar. He was simply unable to discuss literary works which he had read (or not read) with meaningful comments. I was very impressed with the students' ability to understand complicated pedagogical questions as well as with their ability to use the English language. They were all young men, although, many more girls study languages in the Copenhagen University of Denmark. The examiner and moderator were both men and this interested me because I know that we have a very small proportion of foreign language teachers in California elementary schools who are women. Since education is coeducational both in Denmark and in California, this is a surprising sex difference. There are far more women teaching as class-teachers in elementary schools, I believe.

There is a Danish Teachers' College of Advanced Studies in Copenhagen which is a "State-managed" institution providing further training for in-service teachers who are undergraduates. I interviewed the administrator of the school, Mr. Ernst Larsen, and we discussed at some length the advantages and disadvantages of a non-academic school administration for teachers. He expressed the value of non-interference by such an administration with the work of the teacher and I began my questioning and learning with him concerning the complicated system of law, centralization, delegation of authority and individual responsibility of the teacher which I have outlined in the preceding pages. I believe there is a systematic continuity for the individual and consequently for the culture which is furthered by unification and centralization. Mr. Larsen, also, explained to me that their Danish Teachers'

College of Advanced Studies "differs from the University in placing special emphasis on the pedagogical approach." I remarked to him that the Pedagogical proficiency of their teachers was quite evident in their schools and in the Public Oral examination which I had observed the previous day.

In conclusion, I note that there is a continuity to the education of Denmark which is realized because of the unification by legal measures and the centralization processes of oral public examinations and published curricua, syllabi and time tables. There is, also, a comprehensiveness to their education, which is admirable, It is because of the complete freedom of educational opportunity (grants, dentists, doctors, free time, free meals, etc.) specially and because of their emphasis on family education. It is remarkable, however, that there is a slight trend toward urbanization in Denmark since the state has established examination schools everywhere. In the final analysis, their progress in education depends on a system for balancing the parental, public and professional control for the benefit of children. There is little excess of poverty or riches in Denmark but there is a very rich cultural heretage available to all.

SWEDEN

There has been a general reform in operation in the administration of the school in Sweden during the last decade. The new law concerning public education established a certain centralization in the administration of the schools---each locality has an appointed director of education whose task is to supervise, to coordinate and to assist the efforts of the local school board. He is responsible for all that concerns the schools of the locality. A county committee is the intermediary between the municipal authority and the Ministry of Education with its boards of education and technical training. This county committee has specific powers of assignment and dismissal of teachers, examination of students and curriculum review. An education commission has analyzed the social needs of Sweden as well as the culture which the Primary School must transmit and there is experimentation now to discover if nine years is enough general education in Sweden.

According to the regulations now in force, the maximum period that school attendance is obligatory is from the age of seven to the age of sixteen. The three different types of obligatory schools are: Primary, Continuation and Experimental. as with our obligatory attendance law (8-16) here in California, in Sweden if the student has passed through every "course" before the stipulated upper age limit (a "course" is a year's work), he has, regardless of his age, completed his obligatory schooling. However, each pupil must actually pass through eight courses or grades, as we call them, before he can be admitted to Vocational School. Formerly he could be admitted after seven courses were completed satisfactorily. If the pupil has only passed through a seven-year Primary School, he must, also, complete a Continuation School course of at least 180 hours. Under these new Primary school regulations the beneficial character of free general education has been given greater prominence - freemeals, nurses, doctors, dentists, etc., for a longer period. At the same time freedom to educate young children at home instead of at school has been extended. In Sweden they would rather extend obligatory attendance at school upward than toward the earlier age levels. Only rarely is it possible for a child to start Public School before the age of seven - even if health and maturity examinations are passed. There are private tuition kindergartens which fall under this regulation, also, because the Swedes follow the laws of child growth and development consistently in fixing the age of seven for admission to obligatory education without permissive attendance before the age of seven. They generally prohibit the child's attendance at public and private schools before seven because they believe optimum educational benefits result from this decision.

In California by the Education Code we actually have permissive legislation for the establishment of Public schools for children as young as three years, nine months and children of four years, nine months are regularly admitted to our public kindergartens each September. Thus we encourage children to begin school education three years earlier in California than they begin in Sweden. The Swedes posed a thought provoling question for me about the relative maturation of the children in the two countries. Also, a question was frequently raised about the sufficiency of personal attention received by young children in institutional education in California and about the opportunities these children may lack for the expression of normal, natural, family affection. Furthermore the educators in Sweden were amazed that the Education Code only has authority over Public schools and there are thousands of Private schools in California which are virtually a law unto themselves so far as educational matters are concerned.

The experimental work with the obligatory comprehensive nine-year school, has been expanded during the past several years in Sweden. These schools are now called Experimental Schools. A special State nine-year school has begun scientific and educational investigations. I have asked the educators in Sweden during our conversations if their observation classes in the Primary school will in the future be a part of the experimental schools. After which, they told me that it is a question for the future to decide. They now have observation classes in each primary school for those pupils who have problems of self discipline. Since corporal punishment is prohibited by the new law and suspension is limited to a period of no more than a two-week period, it will be necessary to find a solution for the two-thirds majority pupils and problem teachers who are incapable of adaptation to every situation. The observation classes permit study of the more basic characteristics of the pupils and teachers with the disciplinary problems towards eventual solution of their problems according to child growth and development laws. It is a little like the adjustment classes mentioned in my writing about Scotland but there is the difference that psychological aid is not yet generally available in Sweden although there is accessibility to doctors and nurses and social workers.

The 9-year comprehensive school is still divided into different age levels and into different interest or ability groups during the seventh, eighth, and ninth years. The first through the third years are the Infant School and the middle years, four, five and six are the elementary school proper. It is largely in the upper levels, 7, 8, and 9 of these schools where the pupils and their families have a choice of which ability group or stream of interest to follow. A special program of studies with an examination at its completion has been devised to meet the needs of those students who have difficulty with certain subjects. It is a possible alternative to the usual lower certificate examination (Realexamen). By this means this type of student may follow a course more suited to his abilities and which at the same time leads to an examination.

One of the most significant purposes of the 9-year school is to emphasize mastery of the skills of mathematics and the mother tongue because it is believed in Sweden that these are skills which are useful and absolutely necessary to social life, as well as, in acquiring further culture. The other emphasis in the Primary School is to teach social responsibility and resistance to "undesirable propaganda" within the study of the local district by excursions, observation lessons, radio synchronized with correspondence, etc. The Swedes say that the need for development of more widespread cooperative responsibility of citizens is ever present and they feel that the teaching of English as a foreign language at fifth grade level helps in the development of understanding of "citizenship of the world." In general, a wise and healthy liberty was fostered in the schools which I visited in Sweden by methods which were reasonable and based more and more at each higher age level on the activity of the children. It is easier by this method to appeal to the best in the children, say the Swedes. Each teacher is very free in Sweden to choose his own method and his time schedule within approximately the same limits as in California but certain classical principles of learning were applied in every school which I visited in Sweden. There were exercises in observation of things, analysis of ideas and practice of principles.

In Sweden the 7-year-old can easily learn the sounds of his 29-letter alphabet (a, a and o added to our alphabet) by reading, analyzing and synthesizing meaningful, brightly illustrated rhyming couplets printed on pages judiciously spaced in his "FORSTA BOKEN", (first of a basic series of readers in Primary school), illustration, selected for its initial sound, as well as for its realistic every-day interest to children, adds another initial sound word to the gradually increasing initial-sound vocabulary of the beginner until he learns the whole alphabet. He learns it by rote in the ordinary sequence as printed on the inside front and back covers of "FORSTA BOKEN", by rhyme, by initial, and by use in the analysis and synthesis of the rhyming couplets first with phrase-cards, then word-cards and, finally, with letter cards. He finds the initial letter-sounds correctly used in the rhyming couplets in both capital and lower-case forms. It is an ingenious method of attracting the child's natural interest in rhythm and thus accomplishing several tasks through developing his observation powers with visual kinaesthetic-tactile and auditory coordination. Further exercises of this type were given in the Primary classes which I visited in Stockholm. The teachers used detachable words and various loose-leaf exercises in "FORSTA BOKEN" for practice by the children with groups of words in many combinations -- pairs of rhyming words of one syllable with the same short vowel sound...pairs of words using the short vowel sounds as initial sound or as medial letter etc.

This particular rhyming type of application of the learning principle for observation of things was supplemented in Sweden by another series of exercises with picture cards and corresponding title-cards. Such picture cards with matching word cards, e.g. as; a picture card bearing the picture of a rose and a second card inscribed with the Swedish word (ros) rose in English were frequently used in Sweden in a great variety of vocabulary building games which were played according to rules similar to Rummy. In some games the word-cards were replaced by letter-cards or phrase-cards and the picture cards included activities of childhood as well as the orginary objects, animals and people of daily life. The Swedish educators asked me if we use these same practices in our schools during the apprenticeship of reading English. My reply was that it just happens that right now in my college teaching with demonstrations which show remedial techniques for children in arrear, I use these same techniques almost exclusively. They were pleased to learn that we educators think so nearly alike all over the world and they were very interested later in the fact that I also use a teaching machine in my demonstrations to synchronize music, pictures and rhyming words which are spoken so that the children come to enjoy an "esthetic presentation of the universe" at the time they are apprenticed in the 3 r's. The Swedes agreed with me that all these puzzle and game activities for children are especially serviceable because the children enjoy taking them home to play with their families and this family play reinforces the whole aim of the school in the very best possible atmosphere by radio synchronization with correspondence. The basis of all guidance procedures of the Primary School in Sweden is the concept of social cooperation. Illustrative of another application of this rule is the practice of developing better speech patterns for each child by guiding him in correctly naming his series attractively colored silhouetted objects during the vocabulary games where every one who plays calls out the names correctly without attention being called to individuals or to the mechanics of speech. The theory here is that all children are perfectly capable of learning a language when the atmosphere is right as it is in the thousands of homes where children learn to speak fluently and without emphasis on the mechanics of speech. It is simply a matter of surrounding the child with human beings who speak continuously and accept the child's communication and even expect him to participate gradually to the limit of his capacity in the fun and work of family life.

Later the child will acquire the consciousness of joy in learning.

The pictures, photographs, et. als. used in the Primary School in Sweden are very well suited to the purpose of giving meaning to the words, not only in their multifarious distribution but in their simplicity, brilliant clarity and in their appeal to childish interests. I found picture stories used during the apprenticeship in reading which were strikingly different from those used for the purpose in other countries in two characteristics... their realism and their representation of social cooperation. These stories are worth further study over a period of time and it is profitable for us to include them in a text for Primary teachers.

In Swedish Primary schools standard tests in Swedish and mathematics are used to make the marking and evaluation of results more uniform. Such tests have also been devised and used in the teaching of English which begins at the fifth grade level. As I have noted there is much listening to recordings of English in these tests which have evidently helped the teaching in Sweden because the teachers speak English unusually well and many young people of Sweden speak English. In addition to teaching their mother tongue and mathematics, the Swedes emphasize social responsibility and power to resist propaganda by teaching the arts and the natural and social sciences. I positively envied for America their method for teaching these subjects of the curriculum in interrelated fashion. One illustration of their synoptic method to teach children about their living and their community environment will serve better than any descriptive words I might use to clarify their great and efficient accomplishment in this realm. I visited a marvelous demonstration of the processing of wool at Skansen, the outdoor Folk Museum of Stockholm, by a widow, Mrs. Naima Nilsson, in her own little furnished cabin which had been transported from

Harjedaleu with her when she became a widow. A first year class of 7-8-year olds listened and watched spellbound by her artistic maneuvers of combing out wool and spinning it into thread. It was a very memorable scene and I told the educators it compared very favorably with our demonstrations of Indian basket weaving, ceramics etc. at our National Parks for family education. The Skansen Museum is virtually a telescoped National park with representative animals, plants, birds, trees, flowers from all the different areas of Sweden. In addition, it has the artifices, industries, churches, windmills, manors, cabins, etc., beautifully represented. The natural beauty contributes no small part to the children's art life just as it does in our National Parks, Beaches and Forests.

Naturally, I agreed with the Swedes, this method of teaching natural science, geography, art, religion and history in conjunction is not for all age levels. Just as in the teaching of foreign languages the age at which a subject is introduced academically depends on the method which is used and on the purpose of the teacher. In teaching such subjects as social and natural sciences, religion and the arts (practical and fine) at Primary level all that is necessary in the way of method is to show the pupils something of the nature and scope of the subject, the methods of study and some of the available sources. They will do the rest with the aid of their parents, the collaboration of whom is very much appreciated by some educators.

In Sweden they work toward their common goal to develop the young into harmonious human beings and good citizens. Recently increased opportunities in the home for the cooperative venture are better hygiene resources for both physical and mental development, i.e., extensive modern interest in sport and open air life has played a part in this hygienic development and even more work - education is possible in the family now that many weeks are spent each year at camp areas and in the open air schools -- wood must be gathered, the fire is built, fishing and hunting supplies some meat and refrigeration and other modern conveniences are minimal. It is necessary for the family to spend many hours of the day working together in beautiful natural surroundings simply to provide for their own basic needs of shelter, food and clothing. Furthermore, families must cooperate with one another closely because of the propinquity in these camping areas regardless of race, color and creed. Someone has said that the youth learns for the first time at these camps to appreciate the discomforts of civilization. Meanwhile, the adults renew their courage and faith in the future of an increasingly complex civilization because they are closer to each other and their natural seniority and therefore authoritative position is acceptable to their offspring because of the work and pleasures the family shares each day over a period of weeks. Finally, as the authority relationship or the dominance-submission pattern becomes more normally regulated, both adults and children are able to appreciate and show more favorable attitudes toward teachers on their return to academic work at ordinary schools. It is shown in Sweden that all the children need to grasp their responsibility in their social group is to practice self-help in the ordinary routines of daily living. The going back to nature does most of the work...everyone must help and such patterns as dependent behavior and over possessiveness disappear as if magic were at work. There is time for honesty, fairness, and most important of all, for contemplation of the natural beauty of the universe.

A day in the wonderful outdoor Skansen Museum makes it possible for children to see different demonstrations of crafts and of industrial processes each day. I went to a demonstration showing the making of glass which was very typical of Sweden because Sweden is noted throughout the world for its fine glassware. Another time at Skansen I saw the snakes of Sweden in an enclosure of such low height that one could easily step over over it and join the snakes--this was very interesting.

As I have repeated the Swedes really differentiate their methods according to the purpose of the teacher and the need of the age-level. In the area of foreign languages (English) which the Swedes believe must be taught in Primary school (grade 5) so that every citizen may use it to his advantage, I saw that they teach reading of English without conscious attention to grammar at the earliest age level where it is most appropriate. They know and apply the principle of teaching concrete things in a concrete manner. They realize that it is not necessary for all citizens to translate in writing from English to Swedish or certainly not from Swedish to English. The Swedes now have an Institute for the construction of standardized tests and construct objective tests, as I have remarked, for English and Swedish just as they do for mathematics. It bears repeating that the two subjects of language and mathematics are for them the subjects which require methods for mastery of skills which are useful in life and in furthering academic learning...they are learnings one ordinarily improves later in life by visits to the museum or library. Here in California we generally group Language Arts with Social Sciences in specialization for teachers and I cannot recall meeting a teacher here who was specialized in the areas of English and Mathematics and who taught the two subjects as if they were skills to be practiced as in an apprenticeship. It is something for us to think about... Einstein regards Mathematics as an Art and John Dewey regarded all art as Experience. To separate the elements of experience in the curriculum is like seperating the different aspects of human personality for discussion purposes into social, moral, intellectual and physical aspects. For the purpose of mastery in the course of general education, the Swedes have more success by using a skills method to teach math and languages and they use an experiential or exploratory or non-directive method to teach the other subjects in the curriculum but this is not to say that students do not have experiences in using skills of language and math during their excursions, camping, projects or radio and the Swedes are the first to point out that by teaching the skill of reading English early enough the children learn their most fundamental social responsibility in the citizenship of the world.

As I have written previously one of the methods used for skill subjects in Sweden is radio synchronized with correspondence. It is absolutely essential for Sweden to use this method in the first six courses where there are no subject matter specialists. They need "class-teachers" in the Primary schools more than subject specialists for the necessary personal care of pupils with their emphasis on ch. growth and development in these grades. These are also the years of listening and simultaneously experimenting with concrete symbols. The subject specialists are needed in varied positions in society and can never be sufficient in number to waste their time and skill where it is not absolutely essential to the job. In the last year of the 9-year comprehensive experimental schools, I saw a streaming of the program so that in an academic stream there could be several or two subject-teachers to teach one class and in the vocational streams a subject-teacher would teach the English classes, also.

The vocational or 9Y stream is especially remarkable in Sweden because the pupils who have chosen a vocation are divided into two groups and assigned alternatively in shifts of three days -- a month -- or a year to the industry where they have chosen a life work. On the alternate shifts they study the theory and explanations of practices for the vocation they have chosen. How perfectly this vocational stream develops or evolves from the method used to teach the experiential, exploratory social studies and arts which I have described for ages seven and eight. I believe the history and geography of Sweden and also the natural sciences must be truly learned at Skansen,other museums, and on camping excursions, where all of the elements are interrelated and where it is easier to grasp such concepts as man's use of his natural environment to meet his needs for food clothing, shelter, etc. The respect for people and their way of life in Sweden is demonstrated honorably in this exploratory method used in teaching the combined arts and sciences.

There is another vocational stream in the ninth year of the Experimental school of Sweden which is made up of pupils who have not chosen a vocation or who must postpone entrance into their particular vocation until more mature years. They receive practical work in classes at the 9-year school including excursions, projects radio, etc., and they study the theory and explanations of practices in varied industries of Sweden.

In Sweden, teacher training for all categories of primary teachers is provided after completion of a special examination at the end of a nine-year-academic stream. There are higher training colleges at Stockholm and at Malmo. I also, visited the private training college for kindergarten teachers in Stockholm. "Socialpedagogiska Seminariet"...it is the only one in all of Sweden. I was especially impressed by the directress of this college, Miss Britta Schill, and by the method used by her to assist the in-service education of the teachers in Stockholm. She is very aware of her social responsibility so she places the young aspirants for directed teaching only at institutions which reciprocate by sending supervising teachers to the training school for a study conference each week. It is possible for her to be so selective because of the small numbers of kindergarten teachers but, also, because she uses many types of institutions for their practical work. She uses the orphanages, hospitals, church schools, social welfare agencies, prisons, asylums, and open-air schools at camps (we have talked at great length here in L. A. about coordinating the work of these agencies for benefit to schools but I suppose realized little or nothing). Miss Schill directs a residential school and watches over the household duties of the girls as well as their personal and professional development on a one-to-one basis.

There is something of the passivity of oriental philosophy in the teacher training of Sweden. This Japanese Haiku:- A short summer night...But in this solemn darkness one peony bloomed, expresses a little of the philosophy in the schools. I like to think that the Swedes are so caught up in the beauty of the Universe that, thus, they find reason to conserve their peace and harmony. Whatever their reason, they do have tranquility in their teacher education system and it is thriving in beautiful harmony with society.

It is said in Sweden that everyone who is a real teacher is admitted to teacher education in this country. Even in the Primary school there is a stream of teacher education for those young pupils who have decided to use their many talents in teaching someone else. When expression of talent for teaching is observed during the observation of the children at play in the primary schools or experimental schools, it is shown great encouragement...i.e., some individual is identified who makes real progess in attracting another child or several children to play activity which repeats or is based wholly or in part on some aspect in the apprenticeship of one of the skills of the 3 r's (and such cases are not infrequent), this person's talent is used and preserved and developed in the observation classes, previously mentioned, and with further guidance the child is allowed to channel his life early and he is admitted to the teacher education stream during his ninth year in the experimental school or continuation school whatever the local situation may be. These are not the only admissions to the stream of teacher education, however, because some parents wish their children to decide on teacher education because of its general cultural benefits, its benefits to family life, etc. From this stream of teaching aspirants and the real teachers in the primary and continuation schools come all the teachers who are so carefully interviewed, examined and socially winnowed for attendance at the esteemed, private, residential teacher training schools for teen-age girls in Sweden or who attend the cosmopolitan comprehensive teacher training courses for men and women at Upsila Univ. (Long Beach has a Summer Session Course at Upsila).

Sweden is a democratic society and there is the utmost need for conservation of all natural resources and particularly preservation of the human element in teacher training. Perhaps that is why one finds the Swedes studying Human Biology in the teacher education stream as well as in later teacher training courses...just as we prefer this course to plant biology, animal biology or even psycho-biology in our programs for teacher training. So it has been discovered in Sweden, perhaps in the experimental schools, that even in the Primary and Continuation schools the young apprentices in the teacher education stream are remarkably interested in human biology. They quickly master the fundamental principles and are ready for the most advanced concepts when the time for examination for teacher selection arrives. Aside from this course in Human Biology, the principles, curriculum, and methods for teacher training are evolving during this decade into ever more advanced forms of the double emphasis in the general education-Skills and Humanities-The Swedes say it is impossible to find more effective principles than the classic ones of observation of things, analysis of ideas and practice of principles and it must be admitted that with these principles and their human value system and superb methodology the Swedes are succeeding admirably in teacher training.

The thing which most deserves emphasis about teacher training in Sweden is its personal quality. The "shot-gun approach" (scatter of knowledge to the four winds like buck shot) is simply disregarded as impractical by the thrifty Swedes. They say that every member of a society is more contented if he is carefully observed and guided in channeling himself as early as possible in life and they believe, further, that this practice is in the best interest of society. They wish to preserve the primitive arts, artifacts, skills, and values in their rich culture as well as to progress in development of modern conveniences and comforts. They want to be citizens of the world in understanding through study-travel experiences and they hope to aid the world in discovery of beauty and tranquility. One of the favored Summer Study-Travel trips of teachers of Sweden is across the border to Russia. This desire to further human understanding is the reason they hold to the ideal that the competencies of teachers are as real as the learnings of their students and this practical philosophy is inherent in their society as in their teacher training because of their methods of teaching and guidance (knowledge of results incentive). I believe they have a thoroughly coordinated program for teacher education among all the social agencies and this comes about largely because teacher training is so well implemented by radio with synchronized correspondence which supplements the fine personal guidance which begins early in the school, as I have reported, and is continuous and daily. The radio technique makes possible a type of Continuation school for all adults engaged in teaching and teacher training and this program has a lifetime duration. By this technique the skills developed by the apprentices of the 3 R's are all kept at their highest attainable level. All age levels who are interested may participate in this effort...each at his own level of competency and the gradual growth in richness of the cumulative knowledge is the great reward for society and for all individuals. It was a large part of the work of their Laboratory School which I visited and assists the ideal striving for perfection in teaching...The Swedes have a perfectionist goal for their experimentation as we do in our Space Program...They reason that human life depends as much on learning to live together intimately as on engineering space craft or earth bound transportation facilities.

The public library coordinates the supplying of books for all agencies in Stockholm, e.g., the head of the children's departments at the library is responsible for the circulation and reference services in all the institutions for children and young people. He is, also, in charge of the cooperation between the Stockholm Public Library and the municipal school libraries. Since 1955 the Stockholm Public Library organizes, in addition, library work at all the hospitals, old people's and pensioners' homes in the city. A librarian is responsible for this activity. It is remarkable that the Stockholm Public Library has its own library school to educate all library personnel. Programmes for both basic and advanced studies in the field of library science are offered. The subjects include Library service for children and young people.

There are about 75 branch libraries (hospital libraries not included). Half of them are for adults and half for children and young people. Out of the 35 for young people and children the majority, also, functions municipal school libraries. Books for the school libraries are selected by a joint committee of teachers and librarians but all the processing is done by the Stockholm Public Library.

The rapid growth of the city of Stockholm is followed closely by the Stockholm Public Library officials. The library tries to keep pace with this growth and development, and as new residential areas and communities rise the Public Library finds its place in the new community. The mobile library service of the Stockholm Public Library was established in 1953, which is about 4-5 years later than the mobile library started here in L. A. However, there are some interesting differences which may be instructive for our librarians. Books not on the vehicle may be ordered from the central Library. The mobile library makes weekly visits of one hour at each of its twenty odd places. The shelves have a capacity of over 2000 volumes with a book collection of around 12,000 volumes...around 80,000 books are circulated each year.

The staff consists of one full time assistant, one full time driver, and in addition, part time assistants. The assistant serves as a reader's adviser and also prepares and renews the book collection, fills out reserve postals, etc. The driver operates at the charging desk and does thes shelving. Our mobile in L. A. does not use the driver in the processing and has a certified librarian and student librarian assistant to do the library work of shelving. A clerk typist types up the cards after the mobile returns tothe central library.

The Central or Main library at Stockholm is very systemized and it has a beautiful building and collection of books for children. There is a special theatre-type of storytelling room and many beautiful art works are shown as part of the children's library experience. The librarians select one illustrated children's book each year to receive the Elsa Beskow award in Sweden, just as our librarians select a book for the Caldecott award each year. It is interesting that awards are withheld on the years that books are below the standards of the librarians. Here, our Caldecott award has been given each year since its beginning. Elsa Beskow has long been renowned throughout the world for her work as an illustrator of children's books and the award winner of 1961 was one of her protegees. There is, also, a list of books which have won another price in Sweden which is comparable to our Newberry Award. I am certain that they would make excellent cinemas from which young children all over the world would gain.

To summarize just a few of the ideas about the most salient reforms in progress in Sweden during the past decade, I call attention once more to the State Experimental comprehensive nine-year school because of the varied and rich curriculum adapted to individual differences by the synoptic methods of teaching and by radio, to the excellent library services and to the extension of teacher education to special training for kindergarten teachers. I believe with excellent coordination of all agencies for a more practical program the actual longer nine-year obligatory comprehensive school is a big step toward retaining the aim of culture in the Primary school while working toward social ends. The curriculum has been carefully analyzed in Sweden in theory and in practice by means of the state experimental school for research in curriculum and child development and all extravagences are being eliminated in favor of useful learning according to individual interests. And the Swedes are right, it is useful for every citizen to learn a neighbor's language in this day of intermingling of people and wide communication. Also, they are correct in saying that the age at which instruction in any subject including foreign language is palatable and efficient for pupils depend on the method of instruction and they use language specialists wisely. This report shows how exceptionally well the Swedes use their man-power resources. We can reap great benefits from the findings of the experimental schools in Sweden because of our pressing need in America to define the social and cultural ends of our obligatory schools and to make more precise our most efficient means of reaching these ends.

GERMANY

The actual system of education in the German Federal Republic dates from 1945. The ancient German system was "broken", as we are told by the Germans today, by the National Socialist regime. The decade of 1945-1955 has been a period of reconstruction not only political and economical but also cultural. The education system of the German Federal Republic needed new aims in 1945 and the traditions of pre-National Socialist days were prone to fill the void. During the ten years after 1945 while Germany accomplished the wonderful task of concentrating on rebuilding a new political and economic framework necessary to survival in our modern world, education made slower progress because, as stated above, the values and aims of pre-National Socialist days became deeply imbedded in the culture from the outset.

The state members of the Federal Republic being autonomous in academic questions, the necessity for a coordination between the academic administrations in the different states imposed itself. To further the development of the German culture the Ministers of Education of the several states formed a "Permanent Conference of Ministers of Education" (Standige Konferenz des Kultusminster). We have visited the permanent office at Bonn where a small staff studies the problems and prepares suggestions for harmonizing the differences of the educational systems in the various states.

The Permanent Conference has helped to establish "A German Committee for Education and Instruction" (Deutscher Ausschuss fur das Erziehungs und Bildungswesen in 1953),a mixed group of twenty laymen and educators, working in an advisory capacity to the Ministers of Education. Thus the activity of these two organs has created a certain unification in the education and teaching in all the Federal Republic--while respecting the specific conditions in each state counter balancing in the cases necessary with some equivalence. Basically, it is a centralization. The authority of both co-ordinating agencies even controlling the private schools if they receive some subsidy from the state. It is interesting to remark that the number of private schools is very small. It represents less than approximately 1/2% of the primary public schools of Germany.

The preeminent objective of education in Germany is implied in the following points:

a) inspire in the children reverence for God and respect for the dignity of man, b) the child must be educated in the spirit of humanity, of democracy, and of liberty--in the mores of his country and his people, c) the child must be educated in the spirit of the community with all nations and countries, d) the school has the task of educating the child morally, intellectually and physically. The young generation must become capable and ready to serve the community, the family and the State.

The peaceful persistent work of the permanent conference has already accomplished several striking results from unification of the educational system that we educators in America must envy. Those which I think have eliminated the most hardship are the mutual recognition by the States of: 1) certificates for transfer from one school to another, 2) maturity certificates entitling to entrance to "higher" schools, 3) certificate of elementary school teachers. The general agreement of German educators on the principles of political education in the schools is something for us to think about, also. Our educational system seems in many problems "laissez-faire" in comparison to that of the German Federal Republic.

Some other significant accomplishments of the German educational system concern the different solutions for equivalence of individual opportunities: special advanced classes in elementary schools, build-up schools, methods of selection for the intermediate and secondary schools, "unified" school systems, high-standard vocational certificates, educational grants-in-aid, kindergartens, etc. The term "equivalent" is to be understood here in terms of the individual and his present and future educational needs. The child's faculties are to be harmoniously developed, so as to fit him as well as possible for his future career and give him the opportunity to succeed, either along practical lines or in catching up later with those who transferred to "higher" schools at an earlier time. Full equality of individual educational opportunities in this sense and at this age level (Age 11 - 15) has not as yet been achieved in Germany, but this is the aim and much progress has been made.

I have had the occasion to attend a Conference of German and American educators at the special teacher training school in Bonn (   ). This school is considered as one of the better special schools of pedogogy in West Germany. It became evident during the Conference that a Commissioner of Education of one of our Eastern States (New York) still thought the Eleven-plus examination was in general use in German schools. I think he was the same Commissioner who suggested that national television was a good way to examine the proficiency of teachers. I am making the point here that Germans have many advantages in their educational system now which derive directly from the Centralization of which we have spoken. At the end of the Conference the Germans were asked to pose some questions for the Americans and not one question was asked. It is interesting to observe that among the dozen American professors not one spoke German sufficiently and they were obliged to engage an interpreter of another side while among the German members of this Conference four spoke English fluently.

Since the war, the study of one modern foreign language is optional in the German elementary schools. Where instruction can be provided English, French, Russian or Latin is obligatory for all from Grade 5 upward in West Berlin. In the special advanced classes of elementary schools, the study of one foreign language is obligatory.

The primary education in the German Federal Republic is obligatory. Each child is compelled to go to school for a minimum of 8 years. (That is to attend a full time school for at least 8 years.) The elementary schools in Germany are considered as the fundamental part of the education system. They call it the "Volkschule", i.e., "people's school" - which is very significant. The "people's school" has eight grades, and in certain states nine grades; and generally begins at Age 6. I have learned that there are some special schools and classes for retarded, disabled and other specially handicapped or gifted children. They told me only about 25% of the pupils of primary schools transferred to intermediate or secondary schools after having completed the basic course; part of them fail and return to elementary school. It can, therefore, justly be said that the vast majority of the German people meet the requirement of full-time school attendance in the public elementary schools whose importance, therefore, cannot be overrated.

In its first few grades, the elementary school offers instruction and education to practically all German children; its upper leval is supposed to give approximately 80% of the children an education equivalent to that offered in the corresponding grades of the intermediate and secondary schools.

The programs and instructions for the guidance of teachers and parents in the development of the children in Germany are only stated orally. They have had a parent-teachers association since the war to facilitate the dissemination of such information. The principles of "Better to learn less and retain it well" and "Experimentation is preferable to observation" are well accepted by the German educators. But each teacher is given only the general scope of what he or she is to teach--the liberty to change the method and materials of instruction is left to the teachers.

The status of teachers has been improved by the Permanent Conference of Ministers in general ways. The Maturity Certificate (14 years of school) is essential to admission to teacher training as it is for University entrance. The duration of the course for elementary teachers is six semesters in nearly all states. Most teacher training institutions admit men and women. While the majority of them are inter-confessional (denominational), there are separate teacher training institutions for Catholics and Protestants in at least four states. It is of interest that inter-confessional schools were a point of agreement between the dictates of the National Socialists and the Occupation Authorities. After the first teacher's examination is passed at the end of the teacher training course the aspirant is required to teach two or three years before he takes the second teacher's examination and submits his thesis before receiving the official title of teacher. With all this training and with the added importance accorded to the opinions of teachers on buildings and equipment, there is still a growing shortage of teachers due to the low salaries.

I have enjoyed immensely an occasion to visit the Paul Gerhardt Schule in Bonn. The Directress was conducting an experiment with parallel classes for the teaching of reading in the primary grades. One series of classes was taught by the "Look and Say" method and the other by the phonetic method. I chose to spend a half-day in the class where a substitute teacher was teaching reading by the phonetic method. The children had their own slates with pencil and sponge eraser attached to it. And it was unbelievable how beautifully these children practiced their phonetics and made artistic designs here and there to enhance their work. This class was a perfect example of the statement made previously that the aims of German education today are a little like those of ancient Germany - or at least Pre-Hitler Germany. However, in the class where the "Look and Say" method was used to teach reading, we heard the most beautiful singing that I have ever heard. And the walls were covered with very effective paintings - original and well executed by the children. I considered for some moments which of the two series of classes offered the better education for the children. Then, the question was answered for me by the Directress. She told me that not a single parent chose the "Look and Say" series of classes for his child after the first grade and that is why we have not a class for the second year of "Look and Say". Therefore, they actually teach initial reading by the synthetic phonetic method at the Paul Gerhardt Schule. And it is considered as one of the better elementary schools of Germany. I was under the impression that the teachers of this school preferred teaching the phonetic method.

Concerning the teaching in Germany, I have gone a little far afield from the specific aim of my report which concerns exclusively elementary teaching in certain countries in Europe. I have done it because the system of the teaching of the Federal Republic of Germany has seemed to me in its ensemble from the point of view of pedagogical coordination and at the same time from the practical point of view concerning the different dominions of teaching, a coordination very appropriate to the political and social conditions of the country which is perhaps very instructive for us. A more detailed and more profound study of this system by our specialist ought to be of use to give some suggestions for an eventual revision of certain problems of teaching here in the United States.

SCOTLAND

I visited Scotland in July 1963. The programs in practice in the Primary schools of this country have been elaborated and revised many times during the second quarter of this century.

Considerable space is devoted to the teaching of English in the programs which is a recognition of the importance of the mother tongue to the Scottish educators. The achievement of one of the most important ends of education according to them requires that stress be laid on spoken English, silent reading, functional rather than formal grammar, and that different branches of English be coordinated. Arithmetic is treated with great regard for individual differences but with a method for the common arithmetical processes which is uniform from school to school. Satisfied that these subjects have their due place in the "schemes", the Scottish educators make it very clear that handwork of all kinds also must have an important place, there must be provision for the natural activity of children, nature study, geography and history for a sound general understanding of the world.

The Scottish programs tend to create a degree of uniformity in content and method and provide this without endangering the development of individual abilities and interests. During the seven-year Primary course, so the teachers told me, they discover in the program ample material for some individuals and insufficient for others. The teacher is at liberty to "expand" and enrich the programs as well as to select, divide and reorganize them. The programs leave ample scope for the initiative of the teacher. Subject matter barriers and time tables are used for their proper values--while it is necessary to know what content is appropriate for the Primary school, merging enhances rather than detracts from the value of component subjects. Likewise, premature cessation or artificial prolongation of activities at the dictates of a time schedule are avoided in Scotland, but some scheduling is used for allowing time when a specialist may teach in the classroom or when the class may use a specialized accommodation as in gymnastics.

In Scotland, as in America, there was a time when the children's education came to an end around twelve years of age. Nowadays, however, the majority of Scottish children attend school until age 16 and many until age 18. Some fortunate children start before the age of five to attend Nursery school, but by and large the seven years of school for children in Scotland from age 5-12 are the formative years. The child's mind is most open at that period to those influences which will create in him the desire and the capacity to become a useful citizen in a Christian community, say the Scotch educators.

The Primary School is a continuation of nursery school and a preparation for secondary school in Scotland, but it has an importance all its own and some of its peculiar responsibilities are:

1. to develop intellectual interest in the milieu of a school.

2. to inspire creativity, artistic taste and appreciation.

3. to cultivate healthy habits necessary to life in a world with an accelerating rate of change.

4. to assist in the identification of problems and to offer guidance toward their solution.

5. to foster the ability to read with understanding and to speak and write clearly and effectively.

6. to promote mastery of the fundamental processes of arithmetic, appropriate to the stage of development, and encourage intelligent application of the knowledge acquired.

Naturally, the art of effective teaching for the fulfillment of these varied functions lies in mingling the processes so that they reinforce each other and in putting more stress on methods of learning rather than on those of teaching toward the goal of integrated and balanced personalities for all. Primary education in Scotland no longer confines itself to the mere acquisition of knowledge but concerns itself with the skills and attitudes involved in such acquisition. Scottish Primary education is now concerned with the all-round development of each child, according to age, ability and aptitude, making him "a better member of a Christian community, spiritually, morally, physically and intellectually."

The panel of educators devoted to the continuous study of current programs of education in Scotland have reiterated again and again that the "tone" of a school is ultimately the responsibility of the headmaster who fosters and encourages school assemblies, outside activities and competitions and observance of holidays such as Easter and Christmas. The typical Scotch administrator rarely condemns, he says"to have something to revere is a basic human need, and it is our duty to encourage children to revere the best." He believes that the school and class situation must provide opportunity for the children to practice such virtues as honesty, justice, consideration for others, self-discipline, initiative and responsibility. This involves allowing the children to make their own choice between right and wrong.

Some parents in Scotland do a great deal to help improve the "tone" in the typical school but most parents appear to rely entirely on the school staffs to do all that's necessary. That was the belief of the educators at the schools I visited and of the panel members in charge of the programs. This belief about the slack interest of parents is based on the regularity and preparedness with which the child presents himself at school. They think as we do here that much more could be done by the parents to foster the tone of the school. The conditions in many homes are far from ideal for training and instruction in habits of conduct so it is very necessary that parents cooperate with the school in instilling the essentials of good behavior they think. Also, the importance of the teacher's personality in this matter of discipline cannot be over-emphasized, say the Scotch educators, because when the first interest in a subject has waned, it is the teacher's attitude toward the work and toward the child's conduct which influences his behavior in the Primary school. Homework when appropriately planned, as the "find out for yourself" type, is a valuable auxiliary to class work and may be a real link between home and school. The soundest basis for good discipline is a well-organized classroom where each child enjoys stimulating work and is understood because of the teacher's intimate knowledge of his home milieu. In other words, in Scotland there is a feeling of mutual respect and trust in the ideal classroom. The educators work to eliminate over-large classes or any factor which interferes with this congenial atmosphere. If critical cases appear, psychological investigation is required before an appropriate line of treatment can be worked out in collaboration with teachers and parents.

It is recognized in Scotland that class organization and methods of learning are important for the prevention of critical adjustment problems. The educators there specifically stated that since learning in Nursery and Infant Departments is undifferentiated into named subjects, it is recommended that this pracdice continue throughout the Primary school and pupils should do projects which use knowledge and skill from many sources. Children learn by experience and this entails free movement which becomes progressively more controlled and purposeful as the children develop powers of concentration.

An adjustment service which prevents as well as remedies critical problems in the school, creates and controls a re-education center (in the broad developmental sense of education). It encourages cooperation of classroom teachers in this work and forms a natural and vital link between school and the Child Guidance Service. It also works with the Child Guidance Service in the prevention of emotional and educational maladjustment which the Scotch educators believe are closely related. The adjustment teacher must attend to basic personality issues which are in many cases the cause of retardation if she is to meet the requirements of the program.

There has been a reform in examinations given in the primary schools of Scotland. The formal quarterly examination is ruled out in favor of an assessment made on the result of numerous tests. Weaker pupils are excused from performing tests which could only induce a sense of failure. The type of question used now makes objective marking possible. Frequent tests are useful to both pupil and teacher--supplying milestones to the pupil and data for stock taking and report cards for the teacher. The diagnostic value of tests to improve teaching has been recognized in Scotland now.

An interesting method is used at Daniel Stewart's College for Boys to apprehend the psychological adjustment problems of the boys from day to day. This method is the assignment of written work on natural science observations during the walk to and from school. I was given sample booklets written by a six-year-old boy, student of the first "form" at the school. From this sample it was very clear that the teacher followed the plan regularly which she advocated for teaching writing in the end of understanding the boys' day to day thinking. She read the sentence or two written by each boy and she praised the boy if his improvement in the formal work of writing warranted such encouragement. If phantasy crept into this writing about natural science observations, the teacher questioned the boy regarding it. I heard a teacher ask a young pupil if he really saw a dead man on the way home from school and I heard him say that he did not, but he had written such an observation in his writing book. The teacher rarely made any correction in spelling, sentence structure, or punctuation, yet regular improvement in all of these was evident as the days went by. The boys saw their own mistakes simply by being invited from day to day to write their own observations. The above-mentioned example shows that they, also, had occasion to correct their observations. I see excellent possibilities in this method for the development of our own writing programs.

The Daniel Stewart College is remarkable in several other attributes. It is one of four direct grant schools managed by the Company of Merchants of the City of Edinburgh. It provides a liberal education for boys aged from 5-18. They are admitted to Class I in the September of the fifth calendar year succeeding their birthday. Over fifty boys are enrolled each year. The study of a modern foreign language (French or Spanish) and of Science begins at age 11 and the more advanced boys start the study of Latin. Other subjects studied at the stage are Religious Knowledge, English, History, Geography, Technical subjects (woodwork and metalwork) Art, Music, Physical Exercise, and Elementary Physiology. At the age of 14 some of the boys may drop some subjects and those with necessary aptitude may study Russian, German, Greek and Biology. At the age of 16 the abler boys will be presented on the ordinary level for the SCE in those subjects in which they do not wish to be presented on the higher level for the SCE. At 17, boys are presented on the higher level for the SCE and those going on to study in university or technical colleges do advanced work in the subjects of their choice in the more advanced class. The School is represented on the Headmaster's Conference.

This is the example of my observations which I have chosen because it is education at its best in Scotland and it gives an indication of the basic preparation of Primary teachers. The Merchant Company Education Board has twelve tickets to award each session to former pupils of the school who are matriculated students of the University of Edinburgh and are taking classes in Political Economy, Economic History, Mercantile Law, Banking, or any other class in the Department of Economics. A holder of one of the tickets is allowed free tuition for the course.

Moray House is the teacher training school which I studied most profoundly in Scotland. It has a unique idea for the progressive upgrading of teaching in the public schools. This plan provides that graduates from the three-year course are selected each year to teach at the laboratory school for a period of two years. If at the end of that period they are less than exceptionally good teachers, they are allowed to accept a new position in some public school. This practice works favorably for the profession in two ways: the laboratory school has excellent young teachers and the public schools have a current of new functional ideas flowing into the stream of their educational system continuously. Moray House impressed me with its vitality and dynamic progress. I attended the graduation festivities and one of the numbers on the program of the Moray House School Concert was particularly impressive. It was done by the fifth grade of the laboratory school and it was entitled, "The Progress (?) of the Dance". The history of the dance was presented on the stage in costume from the gyrations of the cannibals through the waltz, minuet and cake walk up to the Twist, which merged with the cannibal rhythms at the end of the number. It was a very thought-provoking number among a series of exceptionally well planned and executed performances. Moray House lives up to its milieu, which is steeped in historical tradition. It is necessary to be brief in this report but Scotland has an educational system which accomplishes miracles and justifies the pride of the Scottish educators in their schools.

ENGLAND

The actual system of elementary education in England is the result of a series of "educational acts" of which the one of 1944 seems to be the most important. Thus, the primary elementary schools (Infant and Junior Schools) are part of a national education system directed by the Minister of Education, naturally. They have their own elected local administration, however, which has much liberty. The County Council is the governing body in rural areas and the County Borough Council represents the people in cities and towns. Also, the different voluntary organizations (religious, et. als.) work in collaboration with the Councils under the control and direction of the Minister of Education...."to secure a varied and comprehensive service in every area", as the officials of the National Ministry of Education say. This control is exercised by Her Majesty's Inspectors and I have had the great privilege to have a personal conference with one of them.

For the English the aim of primary elementary education is to develop good citizens who will show genuine consideration for their fellowmen and "have optimum goals in life," as the English educaters say. According to the English philosophy of teaching the primary school must create the atmosphere, the opportunity, for the children to take an intelligent interest in the world around them. Apart from the general purpose of all the countries of Europe in the primary elementary school--to initiate reading with comprehension, speaking, writing clearly and effectively, and fundamentals of mathematics--the English try especially to inspire self-discipline and to habituate "clear thinking." Also, they attempt to develop in children creative abilities, artistic taste and appreciation.

The school calendar in England establishes a three-term school year extending from September through July with three-week vacations each at Easter and Christmas and about seven weeks in summer. Also, each mid-term offers an occasion for a four or five day period for absorption of learning. Full-time obligatory education endures at most from age four years, nine months through age fifteen, three months. (In the near future we may find it necessary in this country to have an extended obligatory period such as this). In general, the work of the children is similar in all the schools of England reflecting the influence of professional organizations and public examinations. In particular, however, there is much diversity of practice among the schools (similar to U.S.A.) as to timetables, syllabuses, textbooks and teaching methods.

At Eastway School I was initiated into a series of BBC visits to study the remarkable television lessons in music, foreign languages and dramatics, which are possible because of centralized control of television. This is a great idea bringing a certain equivalence to educational opportunity in England.

The primary elementary stage of education in England lasts normally through the end of the school year in which the eleventh birthday falls. During this stage the child' will go to one school or to an Infant and Junior school depending whether he lives in a rural or urban area. (These schools are under the jurisdiction or governed by County or County Borough elected councils). In general, the grouping is co-educational and on the basis of chronological age, and the promotion from the Infant school to the Junior school is at the end of the year in which the child becomes seven. Forty children is the tolerable maximum in these self-contained classes which have a school day from nine to four with an hour and a half for lunch and fifteen minute recesses in mid-morning and mid-afternoon. Often in Junior school where the age-froup is large enough, children are classified by ability because it is believed in England that such a paractice permits more rapid progress by the abler children and a more 'encouraging' pace for slower learners.

The work of the children is more formal in the Junior schools than in the infant schools in the sense that it is methodical, ceremonial, apparent and regularly in accordance with rules. Children are still encouraged to read and write in their own words and to develop all their creative abilities, but the curiculum is circumscribed by subjects being taught. The teaching of English in its several aspects may occupy from seven to ten hours a week, and the teaching of arithmetic is expanded to include the elementary ideas of other branches of mathematics (trigonometry, geometry, algebra and statistics). I saw an exhibit of the mathematical work of the children in England which would put our college exhibits to shame just at present. About an hour a week is given to work in history, geography, nature study and music. Contrary to the supreme place which these subjects hold here, art and various crafts often occupy one or two hours each week and about five hours a week is for mathematics. School visits to museums, libraries, camps, etc. are very popular during the rest of the allotted school time.

Less than one-fourth of the children are "directed into academic channels" after the age of eleven by means of assessing primary school progress with the ratings of primary elementary teachers and with "Eleven Plus" examinations. The rest go to "Secondary Modern" and other types of schools until they are sixteen. The General Certificate of Education examination is still used frequently at the age of sixteen for acceptance into a two-year study program in the "Sixth Form" classes which are necessary preparation for admission to both Universities and Teacher Training colleges.

My impression during my visits to the Primary elementary schools of England was that the profound level of scholarship required to become teachers of these schools has resulted in a professional body of superior intellectual capacity and maturity. From my conversations with a professor, an examiner for the GCE, I have agreed that they are very exacting in graduation requirements for the sixteen-year-old youth and in later qualification for admission to teacher training.

In England I have had some very interesting observations concerning elementary teaching. The National Minister of Education facilitated our visits in many schools. Among the observations which I esteem very interesting and think that they could possibly interest my readers, I pause to reconstruct in more detail and recount my experiences at the Froebel Educational Institute at Roehampton. It is a very well organized school with a highly qualified body of teachers. I believe it is correct to say that this school is the best organized with the most highly qualified recruitment of teachers among a number of schools of the same type which I have had occasion to visit in Europe.

Since 1962 the actual seventy year-old incorporated Froebel Educational Institute at Roehampton has enrolled a large group of young women students to take the same examinations as those in the colleges of the London Institute of Education,and they receive the Teacher's Certificate of the University of London. The general theoretical side of the three-year course has four branches: General Principles, Historical Topics, Psychological Topics and Health Education. The special theory of Primary education is studied in close relation to the general theory (especially the psychology and health education) with continuous emphasis on the ways in which the organization and curriculum of a school may meet the needs of children at a given level of development (2-7 years, 5-9 years, 7-11 years). During the second and third years the students study with a bias toward the chosen age level. We, also, have the same course here at our college for one semester, which has been planned especially to focus on the means of meeting the needs of children from 5-8 years. My observations on the subject gave me much for reflection on the utility of introducing in my course a more precise differentiation between the essentials necessary for the teacher of the 5-8 group age level and for the teachers of other age levels. I believe that the most important special ability for the teachers to develop in my course is the capacity to organize a milieu: 1) where young children learn altogether by natural incentives, such as play, exploration and experimentation; 2) where experience and interest are broadened and enriched through many contacts with the social, natural and imaginative world; 3) where it is possible to initiate group experiences and the creative development of individuals in all the arts....dramatics, dancing, music, drawing, modeling, puppetry, etc.

The practical courses in the professional series are classified as 1) Basic:: English, Mathematics, Physical

Education and Religious Education (optional) and 2) Curriculum Courses: Art and Craft, Geography, History, Mathematics, Music, Natural Science, Neighborhood Studies and Religious Knowledge. In addition to the professional series of courses, every student also chooses one subject which she studies principally for her own personal development--Art and Craft, Biology, Divinity, Geography, History, Mathematics, Music, Natural Science, and Physical Education.

The three-year course is studied by means of group discussions based on visits to schools of different types and other places of educational interest; by discussions of experience gained during teaching practice; by lectures from the college staff, heads of schools and others specially chosen as experts in different fields, and by the showing of educational films. Apart from teaching practice for full time in a primary school during the last term of the three-year course, students work with children in schools and elsewhere during every term at the Froebel Institute by developing individual and group interests and by giving remedial coaching. (A one-year non-residential course is offered to experienced teachers of both sexes who wish to earn a diploma in Primary education). Every full-time student in the three-year course at the Froebel Institute must complete the course and be in attendance continuously except for an excused absence of one semester only.

In general, the qualifications for admission at the Incorporated Froebel Educational Institute are: an age of eighteen years (regulation of Ministry of Education with no exception), evidence of physical and general fitness for the teaching profession, a general certificate of education or an equivalent certificate (very exceptional candidates who have spent two years in the "Sixth Form" or other advanced work may be admitted without certificates), and a knowledge of music is highly desirable especially for those wishing to teach the younger children.

The Froebel Institute--a "company not for gain"--has received the remaining 25% of its support (since the grant from the Ministry of Education of 75%) from efforts of alumnus, rent of the facilities during vacations, and from a great philanthropic family (Montefiore). It has always had strong international sympathies and has insisted from its foundation on the acceptance of students of many faiths, races and nationalities. Today many former students are placed in responsible educational posts in various countries. The Froebelian influence is strong. The first principal of the Institute, Mme. E. Michaelis (who had been a pupil of Baroness von Bulow, one of Froebel's own disciples) would be happy to know that the teaching aspirants have increased opportunities for constant contacts with children in a variety of ways during every term of the three-year course by means of the co-operation of schools in three countries. One of these participating schools, the "Ibstock Place" is adjacent to the college grounds and is an integral part of the Froebel Institute. I saw very definitely that the original aim of the founders, Mrs. S. Schwabe, et. als. (a British citizen of German birth) "to give a practical living exposition of the value of Froebel's teaching in every stage of education" is meticulously carried out. She was convinced that it is only through constant touch with children that students gain the sympathy and understanding essential for their training as teachers. Thus, this school has all the characteristics of a laboratory school. They practice the theories of Froebel very conscientiously there while carrying out a detailed program of research in child psychology from the teaching point of view. An example of such experimentation in which I participated was the question of "Play and Personality." A film portrayed the play of some children in a nursery, particularly, the play of one aggressive boy. In the film, the psychologist who photographed the film crawled around on the floor taking incidental scenes from time to time to show the development of the boy's personality. The boy became less hostile through his contacts with other children and the entourage over a period of some months and through the improvement of the health of his mother during psychotheraphy. After the film was shown to the college class of experienced teachers, which I attended, there was a panel discussion, directed by the professor of the class and participated in by the psychologist, Dr. Rayner, who photographed the film, the teacher and directress of the nursery and students. The psychologist gave his explanations, the professor made the analysis of them, and all that constitutes very precious material for the information of students and especially for the teaching aspirants of primary elementary schools.

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I was delighted with the new and original idea of the International Pestalozzi Children's Village in Sussex, England. The 'village' represents a real village composed of many houses. In each house are gathered about fifteen pupils of the same nationality. In order to be admitted these children must have a certain intellectual and moral syndrome. Each house is directed by a couple of the same nationality, called "house parents". These "house parents" are designated by the authorities of their nationality. They must possess all the qualities necessary for educators, instructors, true fathers and mothers for the groups which are confied to their care. They must be qualified to realize all the program of teaching and of education to create the special ambiance corresponding to the aim prescribed by the authorites of the Village who maintain the same standards held throughout England for the schools. At the International Pestalozzi Children's Village, the day begins at 6:30. Breakfast is at 7, followed by household chores. Each child has his domestic duty for the day which is changed regularly, so that each one learns all there is to be done in running a house. They then have their national curriculum classes until 12 noon.

The program of teaching in each house corresponds identically to their own National Primary school program (Tibetan for Tibetan, Polish for Polish children, etc.). There is a two-hour break for dinner and a rest period. Then from 2 to 6 all of the approximately 300 children come together for international subjects according to their age and interests--music, drawing and painting, dramatics, rhythmics and remedial exercises, handicrafts of all kinds including leathercraft, metalcraft, weaving, cartonnage, aeroplane and ship modelling, gymnastics, sports and excursions. Teaching of the English language also takes place during the p.m. In the different activities, children of different nationalities are also drawn to each other by means of their songs and dances. They find similar elements which create similar emotions and by that an ambiance of closeness and reciprocal understanding. I saw Polish, French, Italian, Greek, German, Finnish, Tibetan and other dances done by children of the village when I attended the folk dance festival at Sedlescombe in Sussex, England. These dances were done in National costumes on an outdoor platform where the throngs of people in the audience were seated around the platform to watch them. After the program of dances the children mingled with each other and with the relatives and friends who came to watch the dancing. It was a beautiful sight in that lovely location with grass, trees, flowers and sunny skies. One could only wish that the day will come when Austria, Hungary, Russia, China, Japan and other countries all over the world will participate in this movement.

Also, I have attended an exhibition of the manual works of these houses at the International Pestalozzi Village in Sussex. A great variety of skills had been developed there--painting, techniques, modelling, drawing and carpentry. The works were generally self-expressions and original works showing none of the characteristics of works copied from great masters.

The British Pestalozzi Children's Village Association was founded in 1948. It is a sister organization of the Swiss Pestalozzi Children's Village Foundation which was created a few years earlier. This British association pursues two great objectives: to be responsible for selection, maintenance and after-care of British children and staff in the Swiss Village, and to establish an International Children's Village in Britain on a pattern similar to the Swiss model. This second Children's Village promises the beginning of a real Society of Nations growing out of this movement toward the peaceful co-existence of many nations. Our eminent educator, Prof. Charleton Washburn, has said of this Village movement, "This is a model for a United States of Europe." It is the beginning of a new hope that supra-national education along with supra-national armies, trading schemes and governments will be successful in eliminating wars. They are learning marvelous appreciation for national customs and peculiarities different from their own and there is follow-up of each child to see that he gets started in a trade or profession as well as in friendships when he goes back to his own country. The case studies of children who have returned to their native countries thus far show that this type of education develops an appropriate national sentiment with a strong international point of view. When a child leaves the village there is a ceremony at which he is presented a "Letter of Citizenship". With that the child remains a member of the Village community for life by means of frequent return visits, personal and circular letters, a magazine entitled FRIENDSHIP and other ways.

The most interesting thing that I have observed and studied with much concentration in England is a new approach to teaching English to the young children. The English educators are agreed since many years ago that the greatest difficulty for children commencing to learn to read and to write is with our Roman alphabet because of its antiphonetic character. The different spellings of sounds in this alphabet mount up to more than two thousand while in the "Initial Teaching Alphabet" (ITA) the spellings are less than fifty. The one sound, one symbol principle applied to the vowels alone makes a vast difference in the ease of learning to read. The British have good reason to say that our Roman alphabet has the following general shortcomings: 1) It delays progress in the reading program; 2) It frustrates the recognition of words in print; 3) It impedes the development of skill in reading continuous English prose; 4) It cuts children off from words within their range of comprehension; 5) It reduces their speed of reading.

The English educators worked for a long period on the research of means to facilitate the reading and writing of the children commencing. The research was rewarded by a very rational reform in our alphabet (changing the number of symbols from 26 to 43 on the basis of one sound, one symbol) to render it more phonetic--without great alteration of the figures of the symbols of the Roman alphabet. This reformed alphabet is named by the name of its inventor, Pitman, or the "Initial Teaching Alphabet". The English educators say that after the fourth or fifth book in this INITIAL TEACHING ALPHABET (ITA), the child passes easily to reading with the ordinary alphabet.

The experience of the English educators demonstrates that apart from these pedagogical advantages, ITA presents, also, some psychological advantages. It inspires a sense of self-confidence in the children, excites their interest to the point of enthusiasm and it awakens a spirit of independence. The child is able to see his own rapid progress in learning to read and write. It will be very useful to experiment with this new approach to teaching English here in California. I, myself, have experimented with it in some children's classes as well as with individual children who were in arrear and I have attained the best results with this new approach. I have published an article on this topic in the journal, SOCIAL SERVICE REVIEW, Volume 28, Number 1, 1964.

In summarizing this section of my report, I am very happy to say that my experiences and observations in English Primary schools, in Teacher Training Colleges, at the Universities, Institute of Education, at the British Museum, and at the British Broadcasting Station have given me much material for life-long reflection. The British Ministry of Education, British Educators and the British people have been exceedingly generous and I hope that in some small measure this report may aid our college authorities to improve our organization and facilities here for hospitality to our guests from overseas should such improvement or change be necessary.

REPORT ON EUROPEAN PRIMARY EDUCATION

CONCLUSION

I have finished my report. I have tried to make it as brief as possible in order to tell only the most interesting among my observations concerning the Primary Elementary teaching in around ten European countries. I continue only to say some words as general conclusion.

In my opinion, the achievment of the children is infinitely superior in Europe. The organization of the Primary Elementary school is much benefitted by a certain definite unification in the educational system accompanied by a rational centralization. The body of teachers which represents an authentic intellectual aristocracy contributes more than any other single factor to the efficiency of the school and the collaboration between home and school. The teacher-training schools (Écoles Normales, Institutes, Magisterios, etc.) with their laboratory schools are at the heighth of profound pedagogical research study and prepare there the better category of teachers for Primary Elementary teaching. And, finally, in Europe they have achieved a quality of collaboration between the home and the school such as we have not even dreamed as possible.

The children are truly fortified for the battles of life during their obligatory primary education in Europe. It is because, in addition to sufficient general knowledge, the two most important subjects taught in their general education program are the maternal language and mathematics. The reasoning of the Europeans on this curriculum decision is that these skills are absolutely indispensable to both daily life activities and to further education. I believe they are correct in their reasoning. The other subjects of the curriculum are not neglected and the interests of the children are broader than here because of their ability to communicate with their skills of reading and writing. Also, because of more free time for familial and religious education outside of school and because of the marvelous principle of a "saine et sage libertée" within school during all their obligatory primary years. In several countries this period of education is more lengthy than in our country. However, in general, the superior results are achieved by the general education because of a more sophisticated organization and system of teaching which augments the great inspiration of the more scholarly European teachers. I believe that a certain unification and centralization of efforts toward education in these European countries contributes greatly to their efficient system of teaching. And in my opinion we need a little more unification and centralization in our system of Elementary teaching.

I must mention specially the high value of the Laboratory Schools in many countries in Europe. These are the true centre of the scientific pedagogical studies (La Maison des Petits at Geneva, Froebel Institute at Roehampton and Giacomo Leopardi at Rome) which contribute enormously to the preparation of the better staff of teachers.

Also, I cannot forego the opportunity to write that the teacher who has the "true vocation" is at the most profound center of everything educational and cultural. Naturally, if he practices the classic principles of learning, he is that much more efficient, especially when these principles are applied with the wisdom which evidently comes only after generations of experience. These three classic principles of learning say so much to the sophisticated teacher - observation of things - analysis of ideas - and practice of principles. They give the children self-activity and from that initiative develops both a value system and an organization of ideas. It is true the Europeans look to us for leadership in education because they were impressed with the conquering heroes of the last two World Wars. But, even the Europeans feel that we must strengthen our bastions of moral defense if we are to remain conquering heroes. We have a new front on which to fight the battle of life and I believe we would be wise to look to Europe for leadership in building our great culture. "The pen is mightier than the sword" and the battle is for an ideology now.

Do the teachers have more prestige in Europe because they are selected from a scholarly cultural aristocracy or does the reverence for the teacher as for an "apostle" stem from his true vocation - a mission to accomplish - and thus set him a little on a pedestal? It is a significant question. It is probably both the scholarly attainments and the recognized true vocation of the teachers, which identify him respectfully as one who seeks the good, the true and the beautiful in life. Certainly one who holds to the optimum values of a society becomes a part of the cultural aristocracy. For a teacher in Europe, it is first a question of true vocation and after that it is a question of remaining true to a vocation which is reverenced. No one teaches without learning and he thus becomes gradually a member of a cultural aristocracy. In Europe they are no longer born to the purple. The reverence for teachers is justified by their lives. In Europe today - teachers are given the keys to the city and, unhappily, in these United States of America even the keys to the school buildings are withheld from us - It is not that our lives are different than the lives of the teachers in Europe for I found much in common with the professors of Europe. But the value system of our society is suspect and I believe we can, as teachers, initiate a stronger collaboration between the school and the home to foment a progressive elevation of our value system here in America.

The collaboration between the home and the school is very effective in Europe, (particularly in Denmark). Whenever a good home can be created for children under seven, it is far superior for the children to be kept at home. Many of the countries in Europe have recognized the fact that teachers and parents must work very closely together to bring about optimum educational advantages for their children. As a result of this realization they have reporting and regular conferences for parents, parent's committees and Councils which are very instrumental in school curriculum planning, selecting textbooks and other materials. Aside from the moral issue, one of the chief criticisms which I sensed in Europe concerning our education system was that we attempt to have our school take over the functions of the home. We, as educators, need to plan more in the direction of eliminating the conditions in our society which tend to obstruct the best efforts of the home. I believe the Europeans are correct in developing a special education program which will strengthen education for family living. Family life, is a true vocation and the parents must value the good, the true and the beautiful as much as teachers do or our work is lost. When the elevation of our youth receives first place in all our hearts, then we can safely say that we are developing a great culture in America.